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MISSOURI
STATE TEACHERS
ASSOCIATION



SCHOOL *And Community*



Boys in flying kites
Haul in their white winged birds,
You can't do that way
When you are flying words.
—WILL CARLETON

—Harold M. Lambert

March, 1941
Volume XXVII Number 3

M. S. T. A.

Group Insurance

Members of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

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If 24 years of age the cost will be \$5.71.
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If 26 years of age the cost will be \$5.81.
If 27 years of age the cost will be \$5.85.
If 28 years of age the cost will be \$5.88.
If 29 years of age the cost will be \$5.90.
If 30 years of age the cost will be \$5.93.
If 31 years of age the cost will be \$5.95.
If 32 years of age the cost will be \$5.98.
If 33 years of age the cost will be \$6.06.
If 34 years of age the cost will be \$6.15.
If 35 years of age the cost will be \$6.26.
If 36 years of age the cost will be \$6.42.
If 37 years of age the cost will be \$6.61.
If 38 years of age the cost will be \$6.82.
If 39 years of age the cost will be \$7.06.
If 40 years of age the cost will be \$7.35.
If 41 years of age the cost will be \$7.68.
If 42 years of age the cost will be \$8.08.
If 43 years of age the cost will be \$8.49.
If 44 years of age the cost will be \$8.99.
If 45 years of age the cost will be \$9.52.

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The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy):

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

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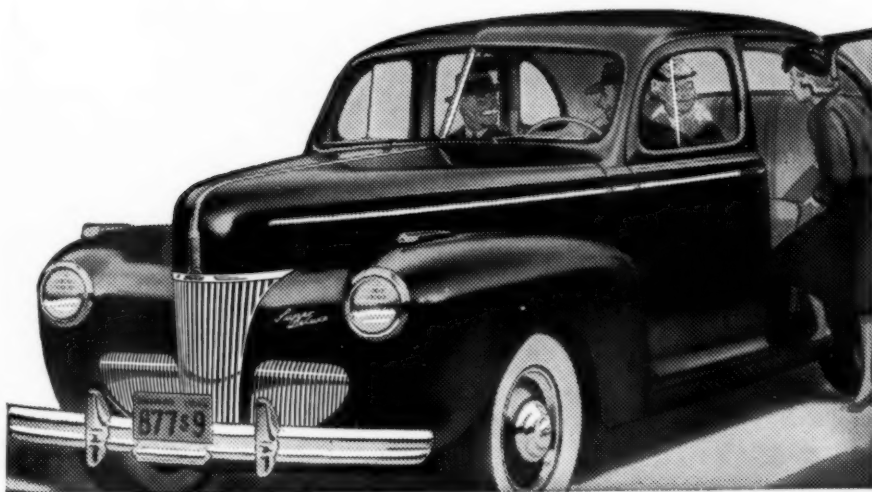
Get in... and notice how easy it is to enter through the new wide doors! Look around... through windows that give you nearly 4 square feet of added vision-area in each 1941 sedan!

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1 Start at once to take care of yourself. Take ALKA-SELTZER to relieve the distress.



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3 Gargle with ALKA-SELTZER to ease the "sting" of a raspy, sore throat caused by the cold. Remember, too—ALKA-SELTZER can give you fast, effective relief in many other common ailments. Take it also for . . .

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MUSCULAR FATIGUE and ACID INDIGESTION**

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SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER
Editor and Manager

INKS FRANKLIN
Associate Editor

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Change of Address—If you have your address changed give old as well as new address.

Send All Contributions to the Editor

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EDUCATIONAL PRESS ASSOCIATION
OF AMERICA

DUTCH COURTYARD

by
De Hooch



THE INTIMACY of home life is a theme that engrossed many of the painters of the early Dutch school. Peter de Hooch was no exception and his picture of a "Dutch Courtyard," illustrated on this page, is a good example of the masterful work of this painter, as well as his Dutch contemporaries of the 17th Century. Many artists of this period excelled in the handling of textures and of other surfaces. The quaint costumes of the people and the beautiful materials used in them, the architectural details and materials used in building construction, are handled most realistically, but always with a refinement and with a sense of beauty. Thus, the work of these masters has preserved for us a most charming and lasting record, painted truthfully of the Dutch people when Holland was in its prime.

Much of the beauty in these Dutch pictures is found in their color and this beauty is revealed to us through the study of the authentic Artext color reproduction now available in the Missouri picture study series, approved for use in the elementary schools during the school year of 1940-41.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association
Thos. J. Walker, Secretary
Columbia, Missouri

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MARCH, 1941

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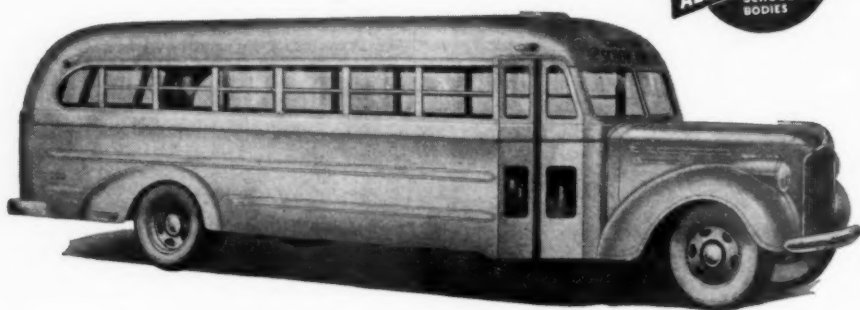
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Our 1941 Superior demonstrators should arrive from the factory sometime this month. So don't delay. Make arrangements now for a free demonstration of Superior—"America's SAFEST School Bus Body."

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EDITORIALS



WHICH WAY?

I DO NOT BELIEVE that peace either ought to be or will be permanent on this globe unless the state, pacifically organized, preserves some of the old elements of army discipline. A permanently successful peace economy cannot be a simple pleasure economy. . . . We must still subject ourselves collectively to those severities which answer to our real position on this only partly hospitable globe. We must make new energies and new hardihoods continue the manliness to which the military mind so faithfully clings."

Thus spake William James nearly one-third of a century ago. Now some of us are alarmed lest we may have neglected the development of physical, mental, and moral hardihood until we have become physical, mental, and moral softies. If this fear has basis in fact who is more to be blamed for it than the schools? To either assume or deny blame profits no one. But to deny our obligations in these matters is suicidal. Freedom in education is one of our noblest ambitions, but a freedom which results in a "pleasure economy" is a freedom which destroys freedom. An elective curriculum if it results in the election of the easy road instead of the right road will inevitably lead us into the soft morasses of indolence where we bog down into uselessness and decay. Separation of church and state is a condition devoutly to be desired and kept. But if this means that in school we cast aside the tremendous power of moral and religious sanctions and assume the attitude that as teachers these matters are not of our obligations, we permit a condition in which knowledge may become a frankenstein, skills monsters of destruction, and attitudes mere whims of the chance wind to be bent this way or that.

Rome during the last days of the republic furnished out of the public treasury not only food but circuses to her people. She stimulated building booms and built roads galore. Elections gave the offices to those who promised most in free food, free games, and free gladiatorial exhibitions. Ease and pleasure were dominant ambitions in the lives of her citizens. The Republic forgot to develop the basic hardihoods which had made her great.

Can the organism called democracy survive if it neglects physical, mental, and moral hardihood as conscious, determined and dominant aims of education? What is in store for that nation or state whose wealth is expended for food and circuses while it neglects the building of that stamina, which has made its wealth possible? There is a broad way which leadeth to destruction and a narrow way which leadeth to life.

Poetry Page

STRENGTH

AN INJURED MAN after months in bed
Held tight to his crutches; with pain
In his arms and pain in his legs
He struggled to walk again.
His blue-eyed daughter, only three,
Tried hard to understand
And holding her baby fingers out
She offered him her hand.
Tiny fingers the weak man clutched
As he looked in her face so fair,
Five tiny fingers were all he held—
But O, the strength he found there.

—HELEN KITCHELL EVANS
Corder, Missouri



PRAYER FOR OUR STATE

OH GOD, look down upon our State,
Promote all love and banish hate.
Help leaders rule in justice true,
And help them know the right to do.

Bless our homes and keep us well,
That we, about Thee, e'er may tell.
Help our workers, day by day,
Beneath Thy care to ever stay.

Increase our motives, promote our work,
Help men their duties ne'er to shirk.
Remember the poor and cold and tired,
With faith in Thee may their souls be fired.

Keep us safe through the years, until
We see Thee coming o'er the hill.
And on that day that Thou wilt come,
Remember Missouri, our State and home.

—EVELYN BIRKMANN

THE MODERN BAREFOOT BOY

CURSES ON THEE, little man,
Modern boy with pimpled pan;
With thy turned up pantaloons
And thy radio blaring tunes;
With thy red lip redder still
Kissed in parked car on the hill.
I see the lipstick on thy face
'Neath thy pork-pie's jaunty grace,
And from my heart I say with joy,
I was not like thee, modern boy.

Thou in an ancient tincan ride,
Silly mottoes on the side;
The seats with boys and girls piled high
Thou, fate and traffic laws defy.
At ten p. m. begins thy play
Which endeth with the dawning day.
Thy health defies the doctors rules;
Thy brain the influence of schools.
From useful knowledge thou dost run
To chase some pastime just for fun.

Thy socks and ties are ever loud,
To attract attention from "the crowd;"
Thou tellest to all thy shady jokes
That from thy kind a laugh provokes.
There is no way thou dost not know
To spend somebody else's dough,
Thy parents take thee not to task;
They give thee all that thou doth ask.
But for all thy swank and class
Thou art but a silly ass.

To juke-box swing thou cuttest rugs
With giggling female jitter-bugs;
With ice-cream sodas fill thy face,
Then hurry to some other place,
To end up sitting in the park
Smooching in the grateful dark.
Heaven haste to bring the day
When thy teachers thou'lt repay,
And peace of mind is granted me,
For the nation's fate doth rest on thee.

ROBIN BECKLEY

School Legislation Before the Sixty-First General Assembly

BELOW IS A BRIEF description of proposed school legislation that has been introduced in the sixty-first General Assembly of Missouri.

The Missouri State Teachers Association has endorsed the legislative proposals presented here with the exception of Senate joint and concurrent Resolution number 2.

Every teacher should be thoroughly acquainted with the content of each of these measures. Ask your representative or senator to supply you with these specific bills.

House Bill No. 207, authorizing the State Auditor to set aside, for the support of public schools, one-third of the state revenue received from June 30, 1941, to December 31, 1943, and appropriating, for public school support, any and all sums placed in the fund created by the act, was introduced on February 27 by Mr. Weakley, and is now in the hands of the House Committee on Appropriations.

A bill authorizing the state auditor to set aside, for the support of public schools, one-third of the state revenue received from January 1 to June 30, 1941 and appropriating for public school support \$6,967,717 of the amount so set aside, has been passed by both houses and signed by the Governor.

House Bill No. 34, making the county superintendent of schools supervisor of transportation in each county of the state, and providing compensation therefor from state school moneys in amounts ranging from \$750 to \$1590 per year, depending on the population of the county, was introduced on February 7 by Messrs. Lauf and Osborn, and is now in the hands of the House Committee on Education.

House Bill No. 146, forbidding the state superintendent of schools to release the state aid apportioned to a district that has six directors or maintains a high school until the financial report required for the preceding school year has been received in his office and approved by him, was introduced

on February 24 by Messrs. Woodsmall and Underwood, and is now in the hands of the House Committee on Education.

House Bill No. 148, limiting state aid for the transportation of resident pupils to districts that have an area of thirteen or more square miles or a one-way dimension of five or more miles, was introduced on February 24 by Messrs. Woodsmall and Underwood, and is now in the hands of the House Committee on Education.

House Bill No. 149, increasing from five to twelve the number of pupils in average daily attendance required for the first high school teaching unit was introduced on February 24 by Messrs. Woodsmall and Underwood, and is now in the hands of the House Committee on Education.

House Bill No. 151, requiring districts that are denied equalization aid because of the low attendance, but persist in maintaining schools, to spend for school maintenance as much as would have been available therefor on the basis of equalization aid, or forfeit their organization and become unorganized territory, was introduced on February 24 by Messrs. Woodsmall and Underwood, and is now in the hands of the House Committee on Education.

Senate Bill No. 33, providing a retirement system for St. Joseph, to be financed jointly by the school district and its employees, was introduced on February 19 by Mr. Smith, and is now in the hands of the Senate Committee on Education.

Senate Bill No. 40, providing a retirement system for Kansas City, to be financed jointly by the school district and its employees, was introduced on February 24 by Mr. Glover, and is now in the hands of the Senate Committee on Education.

Senate Bill No. 47, providing a retirement system for St. Louis, to be financed jointly by the school district and its employees, was introduced on February 25 by Mr. Watson, and is now in the hands of the Senate Committee on Education.

Senate Bill No. 48, regulating the employment of teachers in St. Louis, and pro-

viding that the services of those teachers in St. Louis, who have attained the age of seventy years or over shall be terminated forthwith, also that the services of all other teachers there shall be terminated upon the attainment of age seventy, was introduced on February 25 by Mr. Watson, and is now in the hands of the Senate Committee on Education.

Senate Bill No. 49, repealing the inoperative retirement law applicable to certain cities, that has been on the Statute books for many years, was introduced on February 25 by Mr. Watson and is now in the hands of the Senate Committee on Education.

Senate Joint and Concurrent Resolution No. 2, proposes a constitutional amendment that would authorize the General Assembly to place sales tax receipts in a special fund to be used for any one or all of the following purposes: old-age pensions, aid to dependent children, general relief. It was introduced on February 27 by Mr. Quinn, and is now in the hands of the

Senate Committee on Elections-Redistricting and Constitutional Amendments, composed of the following named Senators: Jess D. Sexton, Edward A. Barbour, Jr., M. E. Casey, W. B. Whitlow, C. S. Duncan, Bert Bradley, Michael Kinney, T. E. Roberts, Clinton T. Watson, George A. Rozier, and Ray Mabee.

A permissive retirement bill applicable to districts for which special retirement laws have not been enacted is in the hands of an influential Senator, who has indicated that he probably will introduce it some time this week.

Note—Because of a question as to the constitutionality of legislative procedure prior to February 20, bills introduced before that time may be re-introduced; in which case, each such bill will be given a new number. For that reason, in writing about a bill that was introduced prior to February 20, it might be well to refer to it by describing its contents rather than by indicating its number.

Adopt a Ship

YES, THAT IS JUST what can be done by any school and in turn the school is adopted by a particular ship and its crew.

This project is sponsored by the Women's Organization for the American Merchant Marine who realize the importance of teaching the children of our schools the necessity of maintaining an adequate American Merchant Marine.

The project may be begun by writing to the above named organization at Seventeen Battery Place, Suite 2635, New York City, making known your desire for full details of such a correspondence. Through this organization any school may obtain the name of a ship and its captain with which to correspond.

Following is an account of one of the pupil's idea of such a project. This was written by Mary Alice Ihrig, Providence School, Marion County.

The Value of Corresponding with the Captain of a Ship

"Corresponding with Captain Forbes has been the most interesting thing I have ever

done at school. I look forward to his letter as soon as mine is sent. He writes in such an interesting way. At first I thought it would be hard to write to a man I did not know, but since I have been corresponding, he writes such nice letters that it seems as if I know him. He has written to me about lots of things that could not be found in any of my school books. Also, he has sent postal cards, birthday cards, stamps, birthday gifts, and a pen and pencil set. I have also learned new words and my geography is more interesting when I study places he has visited.

"Although I have to wait a long time for his letters, they are all worth the waiting, and the time is well spent writing to him. He has sent me a birthday card by air mail. Any boy or girl would be thrilled to receive something by air mail and from another country.

"Even though I finish grade school this year, I intend to go on writing to him."

Many Former Missourians Attend Luncheon

MISSOURIANS AND FORMER Missourians attending the American Association of School Administrators meeting in Atlantic City were in the same frame of mind as to the meeting to attend at noon, Monday, February 24. The answer was the Missouri Luncheon.

Before 12:00 a. m. Missourians and their guests were arriving at the Trellis Room of the Ritz-Carlton Hotel. They came early in order to have a few more of those prized moments in which to shake hands and visit with friends whom they had not had the privilege of seeing for some time.

Previous attendance records were passed.

R. M. Inbody, President of the Missouri State Teachers Association, presided. He followed the long established custom of not having a program of addresses, thus allowing the maximum of time for personal greetings and visits among friends who do not frequently enjoy this opportunity.

The group under the leadership of Ralph E. Valentine, Kirksville State Teachers College, joined their voices in singing several familiar songs.

A list of the names of out-of-state Missourians was obtained. This list may not be complete, but requests for such a list prompts our printing it. The names and addresses of former Missourians as obtained are as follows:

Geo. H. Merideth, Deputy Superintendent of Schools, Pasadena, California; C. E. Benson, School of Education, New York University, New York City; R. H. Jordan, Cornell University, Ithaca, New York; M. G. Neale, University of Minnesota, Minneapolis; E. G. Payne, Dean, New York University, New York City.

Wm. H. Zeigel, State Teachers College, Charleston, Illinois; Mr. and Mrs. M. L. Coleman, Asbury Park, New Jersey; Carter Alexander, Teachers College, Columbia University, New York City; Raymond White, Professor of Education, Leigh University, Bethlehem, Pennsylvania; Hugh Joe Gwynn, Principal, Junior High School, Meriden, Connecticut.

Curtis Threlkeld, Principal, Columbia High School, South Orange and Maplewood, New Jersey; Buel F. Enyeart, Superintendent, Burbank, California; Hazel

Fisher, Elementary Supervisor, Bel Air, Maryland; Paul Barnett, Eastern Manager, Row Peterson & Co., New York City; George F. Nardin, Editorial Department, Houghton Mifflin, Boston.

Paul Nekee, State College of Education, Greeley, Colorado; G. W. Hoelscher, President, Board of Education, Granite City, Illinois; Paul A. Grigsby, High School Principal, Granite City, Illinois; Andrew Niemi, Jr., Secretary, Board of Education, Wakefield, Michigan; John W. Thomas, Superintendent of Schools, Wakefield, Michigan.

Mary E. Pennell, Newton, Connecticut; Ida E. Seidel, Supervisor, Rural Education, Connecticut; Grant H. Brown, Chicago, Illinois; E. E. Hoenshel, American Book Company, Chicago, Illinois; Margaret Gustin, Supervisor Rural Education, Connecticut.

Herbert McClure, Laidlaw Brothers, New York City; Julian C. Aldrich, New York University, New York City; Geo. A. F. Hay, Ridgewood, New Jersey; L. A. Peckstein, Dean, School of Education, University of Cincinnati; W. A. Gore, Superintendent of Schools, Hempstead, New York.

C. O. Williams, Pennsylvania State College, Pennsylvania; Wm. F. Cramer, Central Y. M. C. A. College, Chicago, Illinois; Homer Kempfer, Teachers College, Columbia University, New York; Howard F. Nuckols, Evanston, Illinois; J. M. McCallister, Chicago, Illinois.

J. D. Blackwell, Pres., State Teachers College, Salisbury, Maryland; O. Myking Mehus, President, State Teachers College, Winona, Minnesota; F. E. Engleman, State Teachers College, New Haven, Connecticut; Mrs. Clyde Hill, New Haven, Connecticut; Mrs. F. E. Engleman, New Haven, Connecticut.

Dave Neale, Lyons and Carnahan, Dallas, Texas; L. L. Bethel, New Haven, Connecticut; E. Whitworth, New Haven, Connecticut; C. W. Faucett, New Haven, Connecticut; Mrs. L. L. Bethel, New Haven, Connecticut.

Mrs. C. W. Faucett, New Haven, Connecticut; Isabel J. Bond, Critic 2nd Grade, Fredonia, New York; Cassie Burk, State Normal School, Fredonia, New York.

Preparation for a Train Trip

THE TEACHER of the second grade told the children of her trip on the train during the holidays. Everyone was much interested, although many had never ridden on a train.

Pictures which had been obtained from various railroads were placed on the bulletin board. The library was searched for stories of trains. The material was classified as to hard and easy material and placed on the reading table. Material too difficult for the children was read to them by the teacher. Words peculiar to trains, such as pullman, conductor, berth and fireman, were listed and made into word games to be played at odd moments.

The kinds of trains and the types of cars

used on each were discussed. The persons who work on the trains were enumerated and their duties were defined.

The children enjoyed their discussions so much and were so interested in trains we decided to take a trip. A time-table was secured from the local agent and studied intently. Letters were written to the parents to obtain permission to go. Two children were chosen to attend to the checking of a bag, which was carried to the station. Each child purchased his own ticket and the baggage contract was signed by one little boy.

The train arrived and everyone climbed aboard eagerly.



Children of the Second Grade, Southeast Missouri State Teachers College Training School as they board the train for a trip in connection with a TRAINS unit in Social Studies.

They are accompanied by Misses Leona Lange and Verla Cobble, student teachers and Miss Hortense Crawford, Primary Supervisor.

Simple Questions—Important Answers

SCHOOLS ARE OFTEN asked for information concerning students who are moving to other schools or who are entering colleges or employment. Information in regard to the subjects studied and units of credit earned make up only a part of the information requested.

Colleges and employers recognize that students develop physically and socially as well as mentally; that grades and units of credit are not sufficient in themselves as indications of future success in a college course or a job. This is shown by the questions asked in blanks for transfer of credit or application blanks for employment.

The record of each student as he has written it is the only source from which to supply such information. Therefore, it is to the advantage of both the student and the school to know the kinds of information usually desired. The school administrator must have adequate records in order that he can correctly transfer the desired information. It is a part of educational guidance to properly inform the students of the character of the questions that may be asked about them. To do less than to properly inform them would indicate failure to fulfill professional obligations.

A list of questions was assembled and given to members of the senior class of Sweet Springs High School early in this school year. The list was assembled largely from questionnaire forms and was not arranged in any particular order. A copy of this list was given to each senior, and the questions were discussed with the group. Later conferences were held with individual class members. Emphasis was given to the fact that scholastic achievement alone is not all the record, that daily activities outside class, and relations with teachers and other students form an important part of the record.

A copy of the list follows:

To All Seniors:

Quite often we are asked to give information about students who are transferring to another school or about former students who are seeking employment.

By SUPT. E. J. REYNOLDS and
PRINCIPAL CARL HENDERSON
Sweet Springs

These and similar questions are often asked. The only information we have with which to answer is the record of the student as he has written it. What would be your answer to the following list of questions with your own record as the source of information?

1. How long have you known this person?
2. How many years did he attend high school?
3. Was he graduated? If so, when?
4. What was his rank in his class?
5. Is he honest?
6. Give your opinion as to his personal appearance.
7. In what activities did he participate while in school?
8. Does he make and hold friends?
9. Would you, as an employer, employ this person?
10. Does he have any physical handicaps?
11. Is he industrious?
12. How does he react to disappointments?
13. Can he follow directions quickly and accurately?
14. Is he able to maintain poise and self control under difficult circumstances?
15. How does he get along with others?
16. Can he adjust himself to unfamiliar surroundings?
17. What was his attendance record while in school?
18. Can he work without constant supervision?
19. What is his church membership or preference?
20. Does he attend church or other religious services regularly?
21. If he did not graduate from high school, why did he leave?
22. What, in your opinion, is the state of his physical health?
23. In what type of work do you think he would be most likely to succeed?
24. Has this applicant been a constructive leader while in school?
25. What work experience has the applicant had that would peculiarly qualify him for this position?
26. Does he have good moral habits?
27. Does he have the proper attitude toward members of the opposite sex?
28. Does he smoke? drink? gamble?
29. Does he need employment?
30. What is his general reputation in the

community?

31. Is he trustworthy?

32. What are his usual habits as regards to sticking to his job?

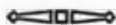
33. Is he addicted to the use of intoxicating liquors or other habit forming drugs?

34. Give any other facts, not called for elsewhere which you consider important in determining the applicant's success.

Members of the class were interested in studying the list of questions. That they were interested in improving their own

records is shown by improved quality of work, improved attitudes and greater interest in school as a whole.

It is planned to give this same type of information to members of the other classes. Dividends may be received from at least two standpoints—the school may be improved by better relation between students and teachers, and the student may develop to a greater degree than he might otherwise do.



Future Business Leaders' Assn. Organized

IN PURSUANCE of a plan for creating a state and national society for students of business subjects proposed by the National Council for Business Education, a group at the Northeast Missouri State Teachers College has organized as the Future Business Leaders' Association. The purpose of the association is to charter chapters of the Future Business Leaders of America in high schools and colleges everywhere, replacing independent business education clubs and instituting new groups wherever the desire to organize is found.

The proponents of the plan point out that the Future Farmers of America, with over 6400 chapters and over 230,000 members, has become one of the important youth groups in the nation in the development of a democratic way of life, and believe that the large body of young people now enrolled in the business courses of the high schools of the country could be equally instrumental in promoting the American Way.

It is intended that each club will select its members from those in the school who will profit most from an organization of this kind. Qualifying membership as set up by the group at Kirksville is one-half high school unit in business, with higher ranks of membership conferred upon those having 1½ and 2½ units of credit. Local chapters may augment these qualifications if they desire.

It is also believed that the Future Business Leaders of America will set up a system of awards—perhaps insignia, perhaps certificates or medals—for such achievements as 100 hours of public service, \$50

privately earned, as well as for outstanding scholastic records.

It is hoped that there may be evolved a state convention largely built upon student participation in oratorical contests, debates, office machine contests, as well as addresses by leading governmental and business executives.

It is believed that such an organization will have the support of business and professional men and women's clubs as well as leading business enterprises.

It is believed that the Future Business Leaders of America can become a very powerful democratic group of young people who through such an organization will have an experience in group activity that will do much to combat subversive groups that are seeking to enlist the youth of the country. Certainly a group of young people looking forward to a business career will be opposed to the anti-business demonstrators who at times make a noise throughout the land.

The first invitations which went out to schools in Northeast Missouri for the formation of high school chapters met with almost instantaneous response. The first eight charters will go to high school groups at Salisbury, Clarence, Wellsville, Green City, Clifton Hill, Palmyra, La Belle and Lancaster.

Dr. P. O. Selby, of the Teachers College, is organizer for the Future Business Leaders' Association. Other officers are Bert R. Lane, president; Glen T. Byram, vice-president; Ruth Owens, secretary; and Betty Leslie, treasurer.

Evaluation in the Social Studies

IF THE SCHOOLS are to do their part in national defense—in strengthening our nation—the values which constitute that strength must be clearly recognized. When we see these values clearly, we will set them up as the purposes or the objectives of teaching. No longer then will rote memory—knowing the right word in answer to an examination question—alone suffice to evaluate the achievement or progress of a pupil toward those objectives. In addition to the written or oral test, we will need other means of evaluation. This is particularly true in the social studies, where the basic values are, in the words of the Preamble to our Constitution, to “. . . provide for the common defense, promote the general welfare, and secure the blessings of liberty. . . .” For such values the testing of memorized facts is but a small part of the evaluation that should be in the teaching program of every school.

Evaluation in the social studies is primarily the gathering of evidence to show the degree to which pupils and teachers are achieving social studies objectives. Evaluation involves, first, the formulation of a range of major objectives such as (1) acquiring social studies facts, (2) developing desirable civic interests and attitudes, (3) showing skill in handling social facts, and (4) increasing powers of critical interpretation of social studies data. Evaluation involves, second, the use of formal tests and measures and informal essays, quizzes, reports and anecdotal records which show pupil growth toward each objective. Evaluation involves, also, the use of formal and informal appraisal data to guide the development of each pupil into a democratic personality. Since evaluation begins with the objectives of the social studies curriculum, it shows clearly the educational and social values which the teacher or school administrator is striving to develop.

The teacher who emphasizes the acquisition of facts and study skills holds different educational values from the teacher who emphasizes not only these two objectives but also interests, attitudes, powers of critical thinking and social adjustment in the changing world. By the choice of vital and comprehensive objectives the second teach-

By J. WAYNE WRIGHTSTONE
Assistant Director, Bureau of
Reference, Research and Statistics
New York City Schools

er is preparing pupils to live and to function in a democracy. If teachers continue to evaluate pupils mainly on the basis of academic standards such as ability to remember facts and to exercise study skills, education for living and functioning in a democracy becomes a lost cause. Too often in the past testing procedures have placed an unhealthy emphasis upon an academic and narrow social studies program.

The crucial question is: What kind of an individual should the school develop so that he may function effectively in a democracy? Such an individual has certain distinguishing characteristics which reflect the aims of the social studies. First of all, he is an individual who is motivated by democratic attitudes. He is tolerant and holds to those beliefs fundamental to our democracy, namely, freedom of speech, of press, of assembly, and of religion. He is interested in and sensitive to the problems of the community and nation in which he lives. Furthermore, he possesses powers of critical and objective thinking. He is not dependent upon and misguided by symbols and labels. He does not use uncritical party loyalty, for example, to determine his conduct. He studies the facts in each situation and arrives at conclusions and ways of behaving which he believes will contribute to social progress. To study problems he has suitable skills for acquiring new knowledge. These include habits of reading, discussion and listening. Without these skills he would depend upon others for information and facts. No person can be an effective citizen in a changing democracy without keeping up-to-date about social facts. Last but not least, this individual must have historical perspective so that he can make a balanced appraisal of contemporary events, movements and thoughts in relation to events which have occurred in the past.

If teachers of the social studies are will-

ing to accept the challenge for developing such personalities as the basis of the social studies, then the corresponding program of evaluation will be modern and comprehensive.

In evaluating democratic attitudes and tolerance the teacher will be able to use formal tests or scales of opinion and attitudes such as those developed by Thurstone, Remmers, and the Evaluation Staff of the Eight-Year Study of the Progressive Education Association. The teachers may also use such informal methods as essays, oral and written reports, and interviews with pupils for judging the growth of desirable attitudes and beliefs.

In order to estimate pupil growth in sensitivity to problems of the community and the nation, teachers may use tests of current affairs and of social problems as well as informal methods such as evidence in essays, reports and recitations of the pupils.

In evaluating the growth of pupils in skills for acquiring new knowledge, the teacher may use such tests as the Iowa Every-Pupil test of Basic Study Skills which provides an index for obtaining data from charts, graphs, tables, maps, and for the effective use of the dictionary, of an index of a book, and of common classroom reference books. The teacher undoubtedly will wish to use informal methods of observation such as the steps which a pupil follows in gathering information for a report as well as ability actually to use the classroom or school library for obtaining facts and information.

In evaluating growth of powers in critical and objective thinking such formal tests as the Test of Critical Thinking in the Social Studies at the elementary school level and the tests of the Evaluation Staff of the Eight-Year Study will be especially valuable. These latter tests include exercises on ability to apply principles or generalizations to social problems, ability to interpret social studies data and ability to apply the principles of logic to social problems. The teacher will also wish to use informal methods—the essay examination, the written report, the oral report and the recitation as sources of evidence for growth in critical thinking.

In evaluating historical perspective the elementary teacher will use standard tests of history, geography and civics when such

tests apply to the local curriculum. The teacher will supplement such standard tests by teacher-made or informal tests of historical knowledge and facts. In a like manner at the secondary school level the teacher will use standardized tests in civics, economics, sociology and history. Many teachers, however, will supplement these standard tests by teacher-made and informal tests, including the essay examination and the oral quiz.

Curriculum changes in the social studies emphasize objectives not adequately evaluated by older tests and methods. Evaluation procedures are changing to meet these new curricular needs. Recently new tests of current affairs, of work-study skills, of social and civic attitudes and of critical thinking in the social studies have been constructed. Teachers are using these tests as well as more informal methods to aid in evaluating the growth of pupils in major objectives of the social studies.

IMPORTANT CONVENTIONS

MARCH

- 14 **Dunklin County Community Teachers Association**, Kennett, Missouri, March 14, 1941.
- 14 **Thirteenth Rural Life Conference**, Kirksville, Missouri, March 14, 1941.
- 27 **Midwest Conference on Rural Education**, Champaign - Urbana, Illinois March 27-29, 1941.
- 28 **Midwest Education Association Meeting**, Washington University, St. Louis, March 28, 1941.
- 29 **Sixth Annual Conference on Elementary Education**, Maryville, Missouri, March 29, 1941.
- 29 **Fourth Annual State Student Assembly**, Jefferson City, March 29, 1941.

APRIL

- 5 **Department of Elementary School Principals Meeting**, Columbia, April 5, 1941.
- 17 **Central States Speech Association**, Oklahoma City, April 17-19, 1941.
- 17 **Missouri Academy of Science Meeting**, Columbia, April 17-19, 1941.
- 19 **Art Teachers Conference**, Columbia, April 19, 1941.

JUNE

- 29 **National Education Association Annual Convention**, Boston, June 29-July 3, 1941.

JULY

- 8 **The Association for Childhood Education, 48th Annual Study Conference**, Oakland, California, July 8-12, 1941.

NOVEMBER

- 26 **Missouri State Teachers Association Annual Convention**, St. Louis, November 26-29, 1941.

An Opportunity for the Teachers to Help

IT IS ONLY THROUGH the dissemination of information that an understanding of the needs and the problems of the physically handicapped part of our population can be brought home to the citizens of our commonwealth. These needs can never be met and these problems can not be solved until a clear understanding of them is arrived at by the public at large. The Missouri Society for Crippled Children has always had as one of its major functions dispensing information which would enable those of our citizens not so handicapped to understand the problems peculiar to our crippled population. The Society has felt from its beginning that the teachers of the State, because they come into daily contact with thousands of children, and because they fill an important place in the life of their community, constitute one of the most important channels through which enlightenment on the needs of the physically handicapped could be brought to the people all over the State. It is for this reason that the Missouri Society for Crippled Children welcomes the privilege of contributing to your magazine.

Today a situation exists in Missouri in which the teachers of the State can perform a real service. This State has during the summer and fall of 1940 suffered along with many other states a mild epidemic of infantile paralysis, a disease, which leaves behind it a trail of paralyzed and crippled children. Approximately three hundred cases of the disease have been reported to the State Board of Health this year. It is quite certain that this number does not represent the entire number of cases which have actually occurred; many cases have not been properly diagnosed, and many have gone unreported through negligence. The probabilities are that there are at least 400 children, possibly 500, who this year have been crippled or will become crippled as time goes on by infantile paralysis. This is a very serious prospect and one which should deeply concern those interested in child welfare. It is a situation which should arouse in the heart of everyone a desire to help to the best of

By DR. FRANK D. DICKSON
*Vice-President, Missouri Society
for Crippled Children*

his capability. What can the teachers of Missouri do to help? To answer this question, it is necessary briefly to state certain facts about infantile paralysis and its effects.

Infantile paralysis is a disease which most often infects children in the first two decades of life. It is a disease which is just as prevalent in rural communities as in towns and cities. The extent to which the victim of infantile paralysis recovers is largely dependent upon proper treatment during the six to twelve months immediately following the attack; after this time little improvement can be looked for. The deformities which follow infantile paralysis and play such an important part in the crippling which results come on gradually and insidiously and progress from month to month until they reach their climax, and the individual is completely or severely incapacitated. If deformities are prevented, and they can be by proper treatment given early, from twenty-five to thirty-five per cent of the disabling effects of infantile paralysis can be eliminated. That many children suffering from infantile



tile paralysis are neglected so far as this important early treatment is concerned is evidenced by the fact that from 45 to 55 per cent of the surgery performed on crippled children is necessary to correct preventable deformities. All of this means that if the child who has had infantile paralysis is given early and proper treatment, a maximum of recovery can be anticipated, and the crippling which results can be held to a minimum. This is a goal well worth striving for.

The teachers of Missouri, if they will, can play a very humane and helpful role this year in aiding in the salvage of these several hundred children, who have been the victims of infantile paralysis. Through their school contacts, they will know or learn of children who have had the disease and can see that these children are reported to the proper authorities. Through their influence with the parents of such children in their community, they can persuade them of the importance of having the child taken care of early and point out to the parents the consequences which will follow if this is not done; many parents are unaware that anything can be done, or unwilling because of ignorance to have their children taken care of. Especially can the teachers in rural communities be helpful, for it is in the rural communities that, due to ignorance or isolation, these children are so frequently neglected and deprived of their opportunity for recovery and restoration to activity.

Thomas a' Kempis said, "He is truly great who hath a great charity." He meant charity of course in its broader sense of understanding, sympathy, and helpfulness. There is in Missouri today a great opportunity for the teachers of our State to show a "great charity" toward those children of the State who, during 1940, have been the victims of infantile paralysis. I am convinced that they will recognize their opportunities and will help in every way they can; to do less would be unworthy of their calling, while the help which they can bring to these children will be its own reward.

Whereas only one disease and that an important one has been given primary attention in this article I would add that according to United States Children's Bureau figures that of all children crippled about 20% are afflicted with infantile par-

alysis. The Missouri Society for Crippled Children and its affiliated Societies and committees is not only giving attention to this group of children. It is attempting to help all crippled children of whatever age to whom the state law does not apply or who cannot receive care in private hospitals because of their age.

Any indigent child reported to the State Crippled Children's Service at Columbia, Missouri or to the Missouri Society for Crippled Children, 520 North Grand Blvd., St. Louis, will be got in touch with immediately, and the parents will be advised what steps to take. Parents able to take care of their children and who so do not come under the provisions of the Crippled Children's Law will be given information which will enable them to get proper treatment for their child.



Lincoln County Boys and Girls "on Tour" in Indiana

OVER THREE HUNDRED MILES on a fishing pole" was the way Miss Charlotte Meyer, teacher of the Olive Branch School, Moscow Mills, Missouri, expressed the whole thing in a speech given at a tea during the National Rural Forum held at Lafayette, Indiana, recently. Eight Missouri boys and girls did get to travel over three hundred miles because of their creativeness and industry in making Shepherds' Pipes from ordinary bamboo, and in learning to play them artistically.

In October, Messrs. Arthur and Alfred Humphreys, Lincoln County Fine Arts Supervisors, Troy, Missouri, received an invitation to make talks explaining the Fine Arts Supervision Programs as set up in Missouri at the National Rural Forum held on the Campus of Purdue University, November 6-9. Miss Iman E. Schatzmann, Executive Secretary, The Committee on Rural Education, Chicago, who made the invitations, desired to show the Forum assembly the fallacy of the prevailing opinion that good music is possible only from expensive commercial instruments, and she made a special invitation to the Messrs. Humphreys to bring with them to Purdue the "pipers" from the Olive Branch School; she wished to prove that Rural America can be musical by using resources of the farm if necessary, that instrument creation need not be a forgotten art in our American society.

It may be that the little pipers of Olive Branch will be the nucleus of a "Pipers Guild" in America, similar to the one led by Miss Margaret James of England. Shepherd's Pipes have been made for centuries, and Miss James once acquired a pipe from a Sicilian goatherd who whittled it from cane while the buyer waited. Later, Miss James tried to make one like it, and, after unsuccessfully trying various materials, she accidentally hit upon a bamboo curtain pole. This material worked nicely, as did also the temporary cork mouthpiece which

she substituted for the original wooden kind. Thus, Miss James, as far as we know, started the custom of making pipes from bamboo.

In her Handbook, *The Origin and History of the Pipe Movement*, published by J. B. Cramer and Company, Limited, 139 New Bond Street, London, Miss James explains her failure with "little shop-made pipes" in her school, and her attempts with the hand-made Shepherd Pipe. At one time, Miss James toured the United States demonstrating the Pipe.

Piping is not alone for children; many adults follow it seriously, especially in England. In the United States some adults play the "Recorder," which is a commercial instrument very similar to the Shepherd Pipe.

The making of pipes for any school is a valuable activity. The hands are trained in the making; the ears are trained in the tuning of the pipe; and the mind is trained in learning to read music, and to transpose music if it is necessary.

The Olive Branch children were enthusiastically received at the National Rural Forum, and they compared favorably with children from other states. Besides their "pipe" music, they sang original two-part songs which they had created in their school work.

The Messrs. Humphreys and the children from Olive Branch appeared on the Music Section Program, Saturday Afternoon, November 9, and they have received many compliments on their contributions to the Forum program.

Mrs. Harry Sanders, County Superintendent of Lincoln County Schools, accompanied Miss Meyer and the Olive Branch children, and the Messrs. Humphreys to Indiana. Mrs. Sanders, Miss Meyer, or the Music Supervisors will be glad to help any prospective pipers to get started on their pipes, by furnishing sources of pipe information, or by giving suggestions in the light of their experience in Olive Branch School.

In order to improve children's habits of thinking we must steer a difficult course. If we overdo motivation by exploiting a child's suggestibility we shall expose him to the devastating forces of propaganda, error and dogmatism.—George D. Stoddard.

This "Whole Child" Business

THE SINE QUA NON of education today is the whole child attitude. It sums up the entire personnel philosophy in a nut-shell. It is a veritable panacea for all the present ills, and an antidote for all anticipated ones.

Truly, this is what the whole child attitude *would* approximate if its implications were forthcoming. But the above remarks are not the whole story. It seems, from a rather superficial understanding of the whole child attitude, that instead of the quasi-ideal conditions prevailing, the results are of five rather pronounced types.

The first characteristic of the whole child attitude today is *euphony*. It sounds well. The term has been successfully applied in the fields of psychiatry and social case work. The term has an admirable connotation, so we just fling it around here and there with little regard for its real meaning. By using the term, we imply that we are somewhat well versed in contemporary educational theory, and that we are carrying the modern and scientific attitudes with us to our classrooms. We look askance at those who do not understand or subscribe to the whole child philosophy. In short, the "ins" and "outs" of educational theory and practice are the "whole-childers" and the "non-whole-childers," respectively.

A second characteristic of this omnipresent attitude is its *irony*. It is perhaps debatable, but it appears as if the actual conditions in educational practice in the "typical" high school, or elementary school, is on any basis *but* the whole child basis. How many of us have sincerely done anything constructive concerning the whole child other than to learn enough about "him" or "her" to pass an examination? Some have, it is true, but they are few and far between. This is not a criticism of the learning about the total personality of the child, but it is a criticism of *rote* learning about the whole child as an end in itself—as a terminal point in education.

A third characteristic that stands out rather prominently is the paradox that exists. As teachers, we are to penetrate and understand the child's personality patterns, in toto, but who has taught us how to do this task? Who has penetrated *our* personalities? Who has judged *our* fitness to judge and

By E. LAKIN PHILLIPS
Minneapolis, Minnesota

counsel children? Who has ever been even remotely concerned about the "whole teacher?" The "whole teacher" also goes to school, as Superintendent Ziegler, of Boonville, Missouri, remarked in an educational meeting in Columbia this past spring.

Any psychologist will tell us that we learn by doing. What teacher, among your acquaintances, has ever dealt with the total personality pattern of a single pupil? What teacher has ever been considered on the basis of *her* total personality? The whole teacher is not considered when he or she is hired or fired. The whole teacher is not considered when he or she is in preparation for the teaching profession, and this seems to be a good time to give such consideration to prospective teachers.

To date, our combined experiences with whole individuals and with the whole personalities of school children have been through books, books, and more books, and never by way of actual clinical and psycho-educational experience. It appears, perhaps from a superficial understanding, that what the whole child idea really amounts to is plethora of words, and a diametrically opposed condition of lethargy when the actual "doing" is considered.

The fourth characteristic of the whole child attitude is that it is a *travesty* on education. The concept of travesty becomes apparent when we consider the absurd and grotesque way in which the whole child idea is put into practice, or put into mispractice. If all that has been said is even a half truth, and if the remarks characterize what we are actually doing concerning the whole child, the resemblance, in education, of the whole child practice, to the whole child practice in sociology or case work is a remote one. In short, education is prostituting the entire whole child attitude and concept. We are bungling worse than the proverbial British.

As a corollary of the third and fourth

characteristics, there follows a fifth characteristic. This is one of *metamorphosis*. If the whole child attitude and practice is to permeate education, we must inaugurate a transformation, a metamorphosis. If we are to *practice* the whole child philosophy, then we must *learn* the whole child technique by *doing* something about it. The whole point is rather trite, but it seems to have been taken rather lightly by educators.

Perhaps one reason for our muddling through is the existence of a plethora of salesmanship and a paucity of ability. We have a lot of "steam" to work people into a whole child frenzy and no power to keep them motivated with honest-to-goodness training and technical information. Perhaps we need a moratorium regarding our cries and shouts about the whole child and a general orientation as to just what this whole child business is all about. All of us are in favor of the whole child—we cannot logically be otherwise—but *favor* is not enough. Neither is the present practice enough. The whole child job is the most

important job of the educator. In fact, from one point of view, it is his *only* job, and it must be done correctly if years are not to be spent in undoing what a few bungling, well-intended but ineffectual "whole-childers" have done.

The history of testing illustrates this point clearly. At first, that is soon after the war, testing was thought to be a veritable panacea. Educators rushed in (with tests) where trained psychologists feared to tread, and a chaos resulted. There was no "open sesame" to tests, and, as a result, all were disappointed. Tests were then disbanded and regarded as mechanical contrivances which distorted the very ends they sought. In short, we failed to use tests correctly, we got bad results, we threw them out. Only recently have we got back to a sane use of tests. Let us not rush in with guidance and the whole child attack without a plan, without knowing just exactly what it is all about. If we are not careful, we will experience what the "testers" experienced, and everybody will be disheartened.



Rufi and McSwain to Address Dunklin County Teachers

THE ANNUAL SPRING MEETING of the Dunklin County Teachers Association is to be held in Kennett, March 14, 1941.

The principal speakers to appear on the program, are Dr. John Rufi, Professor of Education, University of Missouri, Dr. E. T. McSwain, Professor of Education, Northwestern University and Everett Keith, Assistant Secretary of the State Teachers Association. In addition to speaking at the morning general session, Dr. Rufi will address the high school departmental meeting. Dr. McSwain will speak at the afternoon general session and at the elementary departmental meeting.

The Dunklin County Teachers Association, with more than three hundred members, is one of the most active county

associations in the state. As can be seen from the speakers appearing on this year's program, nationally known educators are secured to address the group. Such speakers as Dr. Joseph Roemer, Professor of Education, Peabody College for Teachers, Dr. Isadore Isserman, noted rabbi from St. Louis, and Judge Camille Kelley, noted juvenile jurist from Memphis, have appeared on the county program in past years.

The officers of the County Association for the present year are: O. L. Pierce, Superintendent of Kennett Schools, President; B. F. Seabaugh, Superintendent of Schools, Hornersville, Vice-President; and H. W. Schooling, Superintendent of Schools, Cardwell, Secretary and Treasurer.

Visual Aids for Education

THE AMERICAN INDIAN is, perhaps, yet the glamour boy of America for of the fifty-three different kinds of articles made at the museum at Central Missouri State Teachers College the Indian Exhibit does the most traveling.

The museum project constructs visual aids for education in the State of Missouri. Missouri is one of six states where the Works Progress Administration with the cooperation of the State Department of Education has developed these projects. There are nine such units in Missouri.

Some persons erroneously believe that the moving picture is the only means of visual education. The first visual aids to every school child are: Field trips, black boards, charts, pictures, and models.

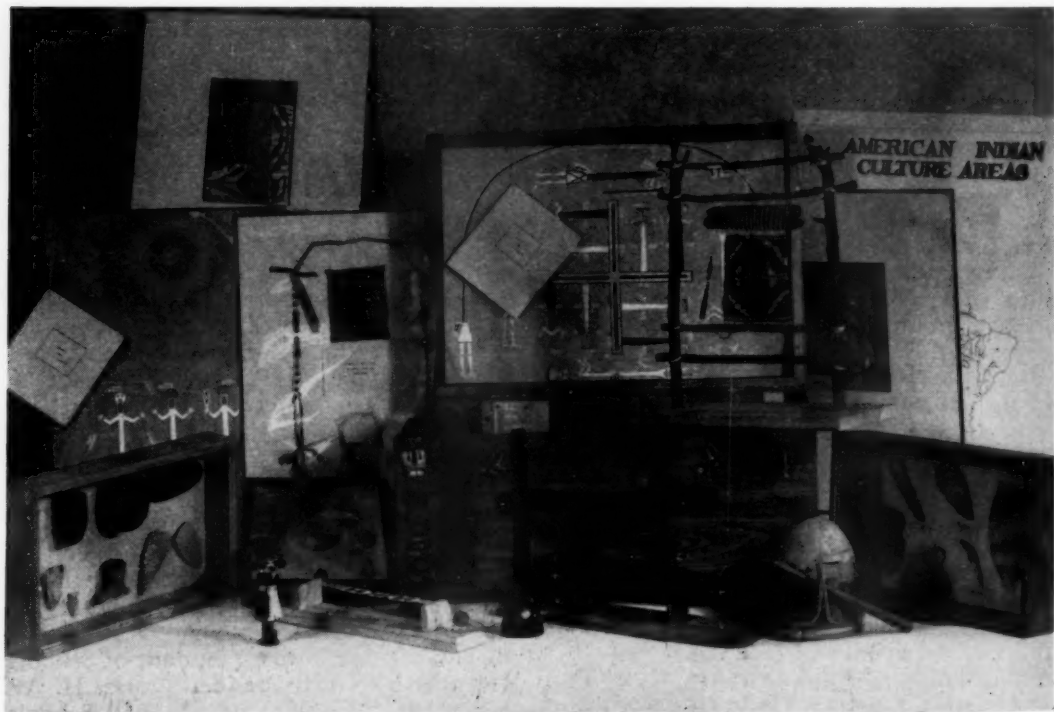
To date fifty-three different kinds of articles have been completed in this unit and thirty more are in the process of construction. These exhibits are all designed for practical demonstrations.

By JEWELL ROSS DAVIS
Warrensburg

Two of the exhibits, the Indian unit and the agricultural unit, have special transport cases made of wood with leather handles. Since October when the materials were first exhibited at the district teachers association meeting, these two cases have traveled continuously. Any borrower simply pays the transportation charges.

The Indian exhibit carries materials which may be used in the study of social sciences, ethnology, art, handicraft, music, and Indian subjects. Among the individual specimens in this transport case are:

A Katchina doll, six and one-half inches high. It is an authentic copy of the dolls that the Hopi Indian children have played with for centuries. The display shows the different operations used in making the



Materials of the Indian transport case.

doll from a solid piece of wood;

A totem pole, ten inches tall, is a copy of one located in Lincoln Park in Chicago;

Plaster of Paris casts of Indian tools are actual size copies of tools used by the Osage Indians in this part of the United States. The water drum is made of hickory log with the center hollowed out then filled with water and buckskin drawn tightly over the opening.

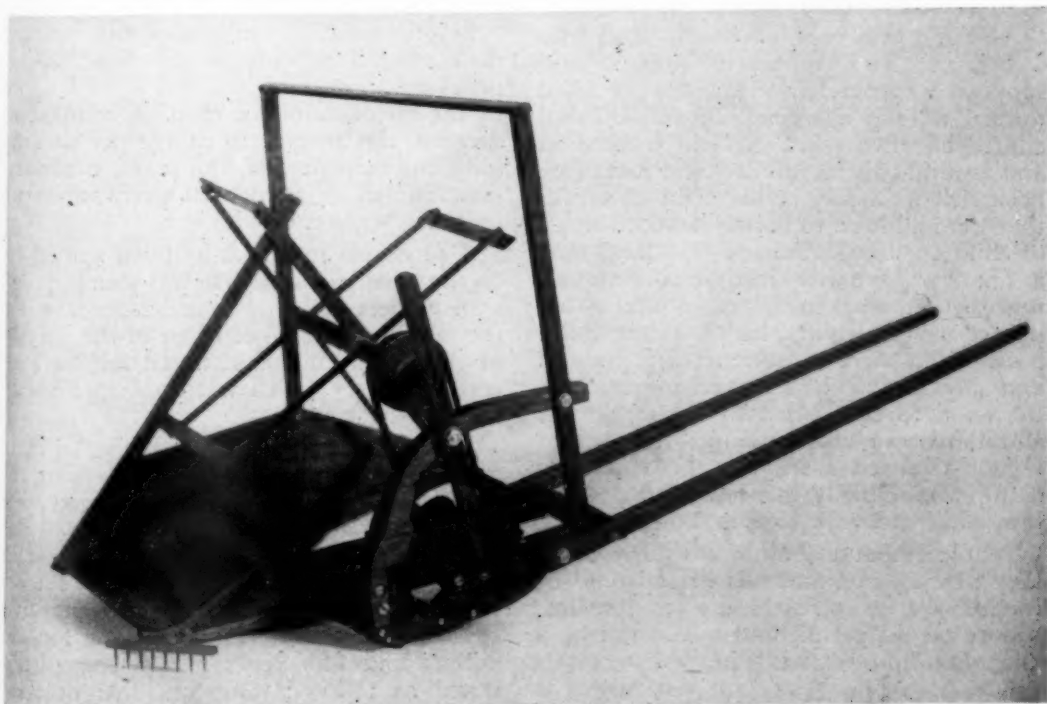
The agriculture transport case holds, charts on wheat, corn, erosion, and soils. The erosion charts show in detail the methods of terracing sloping lands.

Another exhibit shows the evolution of man's methods of harvesting. These miniature models include a flail, a cradle, a pitchfork, a reaper, and a binder.

A tiny flail measuring five inches consists of a thick club called a swingle at-

tached by a leather thong to a wooden handle in such manner as to enable it to swing freely. The wheat cradle shows the advancement over the sickle and scythe. With this cradle a man could cut and lay in swaths about nineteen times as much as could be done when using the sickle or scythe. An authentic model of the first successful reaper by Cyrus Hall McCormick in 1831 is constructed entirely of walnut and works perfectly. It is 16"x9"x8".

Among other exhibits are: native wood, commercial wood, paint and white lead, linen thread, the Far East, mineral; framed cuts of beef chart; twenty-three mounted posters; models in miniature, of types of corncribs, grinders of feeds and mills, abacus, a kind of calculating device, and hickory feed baskets.



Model of the first reaper as constructed by Cyrus Hall McCormick in 1831. A man followed behind it. The wooden rake is to pull the cut grain from the machine.

Competent Leadership Gets Results

IN 1932 A Women's Extension Club was organized in Arbyrd, a small community of less than 500 inhabitants, in co-operation with the Agriculture and Home Economics Departments of the state of Missouri. The purpose of its organization was to promote worth while projects in the community such as beautification of selected spots, sponsoring of health programs among school children in this community and county, the assisting of indigent families, and the promotion of any other project set forth by members of the County Council of Extension Work.

Each year the club chose a definite project from those advocated by the Council. When it was found that fifty per cent of 4-H Club members were affected by diseased tonsils in 1939, the Extension Club—sponsors of the 4-H Club—decided that the promotion of better health would more nearly meet the needs of the community.

As a result, a member of this club who was a registered nurse, encouraged and supported by her fellow members, worked toward a long cherished dream—a tonsil clinic. For five years she had worked in and around this community and had often been sick with pity at the sight of tonsils that were allowed to remain in the throats of children; tonsils that were so large only a small passage remained in the throat; tonsils that weakened and gradually impaired the growth and health of the child; tonsils that were soon to create physical and mental sluggishness and might cause the child to be labeled by his teacher as a dullard and non-academic; tonsils that if not removed from the throat of the child, would likely cause him to develop into adult life, a physical and mental runt.

People responded enthusiastically when they were assured that this clinic would be carried on as scientifically as medical science would permit and would not be a "slaughter-house affair" in which tonsils would be ripped out and patients sent home shortly after the operation with the doctor miles away soon after the removal of the last pair of tonsils.

Those who have hospital facilities so near at hand and who are able to take

By RILEY F. KNIGHT
Superintendent of Schools
Arbyrd

advantage of free hospitalization that is offered by many large hospitals cannot appreciate the disadvantage of those located over one hundred miles from a medical center of any size. The regular fee charged by local doctors, not including hospitalization, is twenty-five dollars which is a very reasonable amount in terms of medical service. In view of the fact that prevailing economic conditions of recent years have lowered the financial status of so many even the above price is beyond the reach of a large number. Consequently, it can well be seen that hospitalization in this section is neglected among many school children until it becomes an emergency.

Before definite announcements were made regarding plans for the clinic, major problems were discussed and agreed upon by the members of the club. A competent surgeon, the amount to charge per person, sufficient help needed, the place, necessary materials to be used, and precautions to be taken were decided.

A physician in a near-by town agreed to do the tonsillectomies. He was young, progressive, alert and very conscientious, being the family physician of many of the people of this community and noted for his successful surgery which was done in a small hospital near by.

A committee was appointed by the club members to confer with the physician regarding the amount to be charged per patient. If a desired number was to be had to make the clinic worth while the price must be kept in reach of all. Therefore, this group decided that if twenty-five could be secured it could be done for six dollars and fifty cents per person distributed as follows: Surgeon, five dollars; Anesthetist, one dollar; and Medicine, fifty cents.

Help for the Clinic was a problem that automatically solved itself. A student nurse, in her senior year, who was home

on her vacation, a practical nurse visiting in the community, and a practical nurse who lived in the community volunteered their services. A nurse from the County Health Department assisted. Thus the Clinic's staff consisted of a surgeon, an anesthetist, two registered nurses, two practical nurses, a student nurse, club women, teachers and patrons. The untrained help was given the simple assignments leaving more time for the trained help with patients needing their attention. Each patient was given general anaesthetic which necessitated the watchful care of experienced help to take the pulse and respiration every five to ten minutes until patient thoroughly reacted. The administering of hypodermic injections and the taking of the patient's temperature, were also assigned tasks for the trained help.

The place to hold the clinic and necessary materials was in reality no difficult matter to be settled. It was decided among all concerned that the gymnasium could be made to serve as an emergency hospital with ease and efficiency. An athletic dressing room was converted into an operating room and the auditorium was partitioned into two wards. The gymnasium windows were exceptionally well screened by screens brought from homes and churches. Each patient furnished his bed, bed clothing, ether blanket, towels and kleenex. The originality and ingenuity in which materials were improvised by the sponsors were only short of amazing. Naturally, it was understood that only a few ice collars would be found in a small community, so small jelly jars wrapped in towels and rubber gloves from the County Health Department served with great success as such. Most of the emesis basins were utensils in the community which were compartments of pressure cookers. A long table used heretofore to serve community dinners was made by the school janitor into two operating tables with rollers. The advantage of two operating tables was that while the tonsils were being removed from one patient another could be prepared. In the operating room all supplies used had been sterilized under the supervision of the registered nurse. In addition to the regular supplies there were scrub brushes, antiseptic solutions, an electric sterilizer, an instrument table, a sterile linen table, and a suction machine.

The sponsors of the Clinic realized that a tonsillectomy was considered a minor operation, however, they were aware that such an operation could become serious and even fatal. It was fully realized, also, by those in charge that the criticism of an unsuccessful tonsillectomy in a gymnasium would be far more severe than one in a hospital. Knowing the general attitude toward tonsil clinics, the staff laid down strict rules and followed them to the letter. The prospective patients were given a blood count; medicine for three days before operation to hasten blood coagulation; laxative twenty-four hours in advance of tonsillectomy; and a hypodermic injection thirty to forty-five minutes before operation. They were advised to eat or drink nothing for ten hours before coming to the gymnasium. This was done so that the physician could have his patients together, and that each patient might have the care of a graduate nurse during the night following the operation.

Of the thirty-one persons—24 children and 7 adults—who underwent this operation during the two day clinic, not one suffered even the slightest unfavorable reaction. A long cherished dream fulfilled—a tonsil clinic within the purse strings of the needy—and this a success beyond all expectations!

Because of the success of this clinic, people asked for another which was held the following year. This second clinic was carried on in quite the same manner as the first. The same physician was in charge, however, more graduate help was employed which made it necessary to slightly increase the cost per patient. The sponsors also felt that this clinic should be confined to pre-school and school children since their main interest lay in health promotion among this group. The smoothness, efficiency, and success of the second clinic surpassed even the first.

Health promotion among school children is lacking and lagging in this section and will undoubtedly remain so with the present public and financial support. Immunizations, some examinations and "follow-up" work given by the State Health Department are administered by a competent and conscientious medical corps, but at the same time the territory under their supervision is so great that the en-

tire medical staff is over worked in rendering even this service. The members of this Extension Club had long realized the Health Department's imperative needs of local aid. They did their bit by promoting this Tonsil Clinic. Other communities and organizations can do theirs in a similar manner. There is in every town, however small, a group of people who are just as enthusiastic and just as efficient as this small group. There can always be found, also, an alert young physician who will engineer such projects as this. So let the counties feel more obligated for money to

support bigger and better health departments; let the cooperation of the schools with the County Health Department widen in scope; let the talent in local communities rally around its physician-surgeon for leadership; let us emerge from this smug and snail pace speed in health education and promotion. We must accept this challenge of developing the physically fit from childhood by throwing the great sources that we have together and streamlining health promotion so that it will be in keeping with other modern educational programs.

I. Once Had a Teacher

I ONCE HAD A TEACHER. For her encouragement, her persistence, her example, I shall never cease being grateful, for it was she, who, early in life's morning, was the first to awaken me.

In the seventh grade, at Belleville, Kansas, I found Laura Hill, and the world has never been quite the same to me since. She made my eyes to see, my ears to hear, and my heart in a measure to understand.

Unknown yes, but nevertheless a great teacher. She lived in obscurity and contended with hardship but she awoke sleeping spirits, quickened the indolent, encouraged the eager, steadied the unstable and communicated to them her own joy in learning.

America needs more such teachers, men and women who are not cloistered spirits but who know the heat and labor of the day, the sting of failure, the thrill of success, the daily hand-to-hand struggle with life. Not the teacher who knows the most intimate secrets of the electron, not the teacher who suspects that oxygen is a mixture of several isotopes, nor the teacher who has counted the commas in Chaucer, but the teacher who first knows and loves humans, and second possesses both a fundamental and contemporary knowledge of his subject; that kind of teacher is a crying need of every school.

Certain pertinent questions might well be raised by all parents relative to the teachers of their children. Do they find

their greatest interest in their students and in intellectual pursuits? Do they seek to enlighten their students rather than make them recite fundamentals? Do they try to introduce them to life and thought, not coach them to pass examinations? Do they put themselves forward as dispensers of truth, not as ingratiating vaudeville actors? Do they give the students all they have of scholarship, wisdom and understanding, despite their supposed immunity to such? Do they stimulate the mind of the student to suggest ideas and to correlate the loose ends of information? Are they enthusiastic, alive, free from all dull pedantry and dogma? Are they striving to be a personal friend of the student, a guide and an inspiration? As Arthur Guiterman says:

No printed page nor spoken plea
May teach young hearts what men
should be—

Not all the books on all the shelves,
But what the teachers are themselves.

I once had a teacher. For her encouragement, her persistence, her example, I shall never cease being grateful, for it was she, who, early in life's morning, was the first to waken me.

POWER—

...to make new jobs

IN the spotlight of public attention, today, are two principal matters—national defense and new jobs. Everywhere old industries are showing new life, new industries are taking shape, markets are up—jobs are being created. Back of all this, if it is to succeed, must be the faithful performance of a basic necessity—POWER . . . Electric Power. That is why today—our organization is mobilized to meet any industrial demand. With the addition of the new Giant Generating Unit, our Power reserves are ample to serve normal needs until 1944. 2,081 men and women, the employees of our company, are alert to their tasks, ready at a moment's notice to bring new power to new industries to create new jobs.

Electric power that is as dependable as time and low in cost—that is our record and our never-ending responsibility. We are prepared to live up to our record and to fulfill our responsibility.

WE ARE READY

We, employees, more than 2,000 strong, are ready to serve our community and nation to the best of our ability. To you, our friends, neighbors, customers, and countrymen, we pledge—not only our moral and physical support but our financial support as well through the local expenditure of our \$3,800,000 annual wages.

Our taxes and those of our company will continue to support local, state and federal government that our democratic way of living shall never perish.



At our Northeast Power Plant a new generating unit was recently installed at a cost of \$850,000. This giant unit will add additional capacity of 50,000 KVA at peak performance.

KANSAS CITY POWER & LIGHT CO.

Grades Versus Individual Differences

WITH ONE KIND of difference among children in school, anyone who has taught for even a short time is certain to be familiar, that is, the differences among children in their ability to do school work. Yet, although every teacher and every person who deals with children at all recognizes that these differences exist, most teachers probably do not realize sufficiently how great the differences are, nor do they make enough provision for these differences when comparing and evaluating the achievement of children for purposes of giving grades.

Every standardized achievement test makes provision for abilities ranging from grade one to the upper limits of High School ability. If one would take a typical, unselected class of fifth grade children and measure them on any one of the measurable abilities which the school is supposed to be teaching, one would find that the abilities of a group of thirty-five children range all the way from an average second grade ability to an ability equal to that of the average pupil when he finishes the eighth grade.

Although these differences in ability have long been recognized the tendency still is to operate the schools too much as if all pupils were alike and were able to make equally good responses to a given quality of teaching, irrespective of mental capacity, health, aptitude, social background and interest.

A large collection of report cards reveals the general practice over the nation in general is to give letter grades with numerous interpretations, such as excellent, satisfactory, failure, inferior, passing or numerical grades such as 1, 2, 3, etc., or numbers based on 100% with interpretation left to the imagination and tradition.

In practically all schools, grade, high, and college a specified standard of scholastic attainment is necessary for the promotion, graduation or eligibility of all pupils. Since any grade, be it letter, numeral or word has a specified value only when compared with other letters, numbers or words it follows that it can be given for a certain quality of work only when work of

By W. STEPHEN MCATEE
Principal Elementary School
Perryville

that quality is compared with work of a higher or lower quality.

Since we give lip-service to individual differences it takes no giant intellect to see the unfairness and futility of comparing the work of children who have nothing in common as to ability. Even less intellect is needed to see the injustice of punishing with failing grades children whom God did not endow with as many brains as their more fortunate brothers and sisters. As for the median grade for the average child—there is no such child. Each child is a distinct individual, potentially different in each experience of his life. An average is a mathematical figure of speech which cannot be personified.

Regarding report cards that do harm to children, I quote Angelo Patri, "The old report card that said, "Satisfactory" or "Unsatisfactory" left great gaps through which failing children, dis-interested parents and helpless teachers could slip easily and unconsciously. The card that analyzes the child minutely, in fifty items on character alone, is even more impossible. Imagine the effect a card of this kind has on the failing child. He looks down the long row of red marks and sees himself charted as a failure again and again. He is untidy, noisy, non-co-operative, lacks initiative, etc., down the list. He feels himself naked to his enemies. No help for such a one as he—and what happens to him after he gets that card? His family is disgusted with him. So is the teacher. He is scolded, maybe beaten. That's the result of the whole tedious business. Much of what was recorded in red ink on that card was but the expression of his stage of growth—children are never as perfect as their teachers, or their parents expect them to be. They, being children, and as yet undeveloped human beings, fall short of adult standards in many ways and quite naturally. Why should they be 100%? Why do parents who never got 100% any time, any where, demand it of their children?"

Disregarding the individual differences of children through the present used grading systems is in itself bad enough, but there are other repercussions. Most teachers are apt to present material on the level of the larger middle group of the class. As a result most pupils in the best one-fourth of the class are probably working much below their full capacity to do school work and thereby becoming bored and sometimes actually doing work of a poorer quality than that done by some other children who are working more nearly up to their capacity, while the pupils in the least able fourth of the class are struggling along, missing a large part of what they ought to learn, because the larger middle group of the class, which determines the rate at which the class moves, is able to learn more quickly and better than they. Not only have grades failed to awaken those with ability, discourage the poorer, but they have also acted as a cradle to the dormant abilities of many teachers. It is a common belief and practice among teachers that grades are sufficient stimulus to guarantee that only those who merit recognition are the students who achieve a specified standard based on the norm of achievement of the middle 50% of the class. Rather than seek new techniques of stimulating the slow, uninterested and bored students, grades are held over their head as a "club of punishment" for their inattention and lack of achievement. More obnoxious still is the practice of using grades as a medium of determining who shall be eligible for participation in extra-curricular activities and competitive sports. The results of these false assumptions and practices are evidenced in all schools where students cheat and "cram" their way to passing grades. The Grade School, High School or College that believes that all students should be promoted at the end of the year is the exception rather than the rule. A well known author has stated that, "The average public school is rigged on purpose, with malice aforethought, to insure that some students will fail before reaching graduation."

In an effort to give consideration to individual differences; to familiarize children with subject matter objectives; and to develop attitudes toward self improvement, whereby, each student competes against his own record rather than with the record

of fellow pupils who have greater or less ability, some school systems have made notable achievement. As an example, the Seattle, Washington Public School System has devised a report card which de-emphasizes grades and gives recognition to the individual for achievement of objectives in each subject matter area. For purposes of clarification I am presenting that portion of the report card which has to do with reading in the primary grades.

YOUR CHILD IN READING:

- Understands what is read
- Reads without lip movement
- Does not point to words when reading silently
- Attempts the mastery of new words
- Reads well to others

These objectives are then checked by the teacher according to the following degree of achievement: Very seldom, Part of the time, Practically always, Always. Similar objectives are established for all other subject matter areas. Since we have specific objectives as desired outcomes of all education it seems imperative that we familiarize children with these objectives before we can reasonably expect their achievement.

After some modification a draft of the Seattle Report Card was mailed to a number of superintendents and principals in the Mid-West for criticism and suggestions for improvement. The following is a quotation from a letter from Dr. Homer W. Anderson, Superintendent of Schools, St. Louis, Mo.

"The idea of basing a report card on the individual child's development and on his own capacity to develop is very commendable. We tried something like this in Omaha and after several years' experience the vast majority of people would never go back to the old form. Children were happier with this type of card because it was perfectly well understood that the report card had to do with the one and only child of the parent and was not a comparison of the pupil with others of inferior or superior ability. He was judged on his own work rather than compared with others, which is obviously an unfair thing in school reporting. I think you have a very fine start on the right kind of a report system."

Said, Dr. R. H. Price, Superintendent of Schools, Highland Park, Ill.,

"I am sure that you are on the right track and that this type of report will soon be accepted in your community.

We have been gradually changing our reporting system here in Highland Park for the past six years. I still have parents who would like for us to grade on the old percentage basis

and probably will have so long as any of those who were graded in that way in school themselves are still alive."

From Miss Alma Schrader, Principal, May Green School, Cape Girardeau, Mo., came the following encouragement:

"... Whatever you do don't give up. Use every available opportunity to bring before parents the superiority of the new improved card and the effect such a card will have upon the child's development."

What are the potential advantages of such a system of reporting pupil progress: First, it recognizes individual differences. Second, it would necessitate the teachers using objectives other than grades as a means of stimulating interest in school and class work. Third, it would establish a closer pupil-teacher-parent-school relationship through an understanding of what the school is trying to achieve. Fourth, it gives a more thorough analysis of each in-

dividual pupil's progress. Fifth, no child need necessarily fail because of a lack of ability. With respect to this alone, I quote from an article by Albert Edward Wiggam, Sc.D., "Failure and Success are Habits,"

"When a child comes home and timidly shows a report card, marked 'Failure,' that word is not only written on the card but it is written in letters of fire on the child's mind and heart. Often it is erased only when the heart ceases to beat.

Talk to those same children when they get out into the world and you will find their whole idea of success is not to be fine, self-controlled, self-reliant, self-confident human personalities, but to get a good report card—that is, to get money or prestige or some kind of personal advantage or importance."

Sixth, factors over which the child has no control, such as environment, mentality, age, health, interest and aptitude will assume their proper perspective in his scholastic record.

Central States Speech Association Conference

THE CENTRAL STATES Speech Association will hold its annual convention at Oklahoma City on April 17, 18, and 19 according to Wilbur E. Gilman, University of Missouri, who is President of the Speech Association.

The theme for the three-day convention is: How Can We Improve the Effectiveness of the Teaching of Speech in the Central States Area?

The first general session will be addressed by Raymond P. Kroggel, State Department of Public Schools, Jefferson City. His subject will be "The Function of a Director of Speech Education."

Lloyd W. King, State Superintendent of Schools, is scheduled to address the convention at its fourth general assembly on the subject, "The Place of Speech in a State Program of Education." Also appearing on the same program will be Ruth Mary Weeks, Paseo High School, Kansas City, who will talk on "Coordinating the Language Arts."

The convention program provides for a number of sectional meetings, some of which will find Missourians presiding. The names of these sectional meetings that will have a chairman from Missouri are:

Choral Reading—Mrs. Helen D. Wil-

liams, Hickman High School, Columbia.

Stagecraft in High Schools—Charity Grace, Roosevelt High School, St. Louis.

Speech in the Elementary Grades—Louise Abney, Teachers College of Kansas City.

Speech for the Handicapped—Mildred A. McGinnis, Central Institute for the Deaf, St. Louis.

Diagnostic Testing and Remedial Teaching—Helen Barr, Stephens College, Columbia.

Use of Recording Apparatus—Wesley Wiksell, Stephens College, Columbia.

Auditorium Programs—Dorothy Miniace, Paseo High School, Kansas City.

Speech in the Junior College—Ernest C. Fossum, Junior College, Kansas City.

Rhetorical Criticism—Donald C. Bryant, Washington University, St. Louis.

On Saturday afternoon the Verse Speaking Choir of Hickman High School, Columbia, will give a program. The choir will be directed by Mrs. Helen D. Williams.

The divisional groups will have dinner meetings on Saturday, April 19. The division on The Theatre will have for its Chairman, Donovan Rhynsbarger, University of Missouri, Columbia. J. N. Tidwell, Westminster College, Fulton will help with the Forensics division.

Quotables from Notables—

Heard at the A. A. S. A. Convention in Atlantic City

● AT PRESENT we are prone to play upon the motives of fear and hatred. We can readily organize "anti" meetings against some race, some nation, some "ism." But youth nurtured in an atmosphere of hatred will grow up stunted in soul. It is impossible to keep the school air-conditioned against fear and anger, when these influences permeate our homes and motion-pictures, but teachers must do their best to protect the young from deforming race prejudices and national hatreds. The school and the church must be kept as centers where minds are rallied around their loves and hopes rather than around their hates and fears.—RALPH W. SOCKMAN, *Pastor, Christ Church, Methodist, New York.*

● THIS SEVENTY-FIVE MILLION dollar defense training program is demonstrating that Federal money can be used efficiently and responsibly without detailed dictation from Washington. In spite of the unprecedented demand for swift and effective action and the cutting of all red tape, we have found it possible to pool the experience and common sense of many people through the device of advisory committees at national, state, and local levels. This method of doing the job which brings into play the creative forces of free decision, experimentation and local planning, is a significant and vital part of that democracy we are defending. It constitutes our best hope of realizing that ultimate defeat of the tyrant at the new Waterloo. For in the last analysis the democratic idea that two heads are better than one will produce an efficiency and a morale capable of overcoming a dictatorship whose one-headed rule eventually makes the wrong-headed decision.—JOHN W. STUDEBAKER, *U. S. Commissioner of Education, Washington, D. C.*

● IN THE CONDUCT of general education let us not lose sight of the fact that democracy needs leadership just as vitally as it needs an intelligent citizenry. Able, intelligent, broad-minded and tolerant leadership is essential to the ultimate success of a democracy. I urge upon the educators of America that they make every effort to encourage and stimulate those members of the student body that show indications of the qualities and aptitudes of leadership. The securing of decisive and efficient action with the consent of a majority of free men is in itself a challenge that must constantly be met for the success of democracy. Our schools, through extra curricular activities of a proper and varied nature, and special coun-

selling on the principles of executive action can make a very definite contribution to the qualities and ambitions of the leadership of our democracy. The educators of today can do much to determine the character and value of the leadership of our democracy tomorrow.—HAROLD E. STASSEN, *Governor of Minnesota, St. Paul, Minn.*

● CERTAINLY NO MORE than one youth in four is now receiving vocational guidance from any source. Only six high schools in a hundred employ guidance officers. And, among the nation's 1500 public employment offices, where the guidance process should be continued at the point where the school leaves off, only one of these offices in three provides specialized counseling services to young, inexperienced applicants. Yet, in a recent study made by the American Youth Commission, it was discovered that 87 per cent of the eighteen-year-old applicants who appear at the public employment offices for the first time cannot be classified occupationally on the basis of either previous diagnosis, training received, or actual work experience. They are just applicants.—FLOYD W. REEVES, *Director, American Youth Commission.*

● IN MY OPINION the employer is probably the most important factor to be considered in an apprenticeship training program. He is the one agency of the program that can bring success or failure to the plan. Apprentices are trained so that there may be an adequate supply of skilled workers. Therefore, if the employer is not truly interested in training apprentices, the program is doomed to failure.

As an agency, I mean the president, manager, superintendent, foreman, or other responsible person in the school or industry. The employer should find it to his advantage to train apprentices to protect his business, and his business certainly includes the use of skilled workers. Too frequently the employer will spend thousands of dollars to keep machinery in repair, replace worn-out tools, and to purchase expensive devices to speed up production, and will forget about the working force.—M. R. BASS, *Director, David Rankin, Jr., School of Mechanical Trades, St. Louis, Mo.*

● IF IMPROPERLY taught, the physical education program can be more harmful than helpful. Very few of us will claim that the health of a student is improved by being forced into a gym class immediately following a lunch of two

hamburgers and a bottle of coke. It certainly isn't a pleasant or hygienic task for him to put on mildewed gym clothes which have reposed in a small locker of a damp, smelly basement locker room, and three minutes later rushed to an overheated gymnasium, only to stand in line for 10 minutes while the athletic coach leisurely takes roll. After bawling out this one for being late and that one for forgetting his gym shoes, it requires at least five minutes more to line up the teams. Even then only a small proportion of the class can participate so the "runts" and awkward ones are neglected.

The class is dismissed after 15 to 20 minutes of "free" play. They are then rushed into a chilly shower room with uncontrollable showers and are expected to remove the sweat and dirt without benefit of soap. The towels used having been in the lockers for incredible periods have assumed an odor not unlike that of a dead rat. A full 5 to 7 minutes is allowed for this process of bathing and dressing, after which the students rush back late to classes with their hair and clothes wet, but full of this thing called "health."—WILLIAM J. HAMILTON, *Superintendent of Schools, Oak Park, Illinois.*

● *THE ELEMENTARY SCHOOL as an educational institution is unique in its universality.* There are many other great educational institutions which foster the democratic point of view in American life, but they are not universal in their scope. The family or home is open only to its members or guests. Thousands of orphans enroll in our elementary schools without the benefits of the family circle. The church, too, is a vital force but only those accepting its creed are admitted. Our libraries have moved from the state of cold dark cloisters to dynamic institutions of color, warmth, and friendliness which extend their services indefinitely—to all who can read. The elementary school must teach each pupil to read. We may continue with the press, the theatre, the playground, and numerous organizations for children but we are at last confronted by the fact that the elementary school is the universal educational institution. It must take all comers—the illiterate to be made literate; the weak to be made strong; the spoiled babies to be made self-reliant children; the undernourished must be fed and the dirty must be bathed. These but suggest some of the numerous responsibilities of the elementary school. This universal institution of the American way of life is endowed with greater potentialities than we have as yet dreamed of and I say this with due deference to the host of brilliant teachers, loyal parents, and devoted leaders who have sustained it through the decades.—CLYDE B. MOORE, *Professor of Rural Education, Cornell University, Ithaca, N. Y.*

● *I HAVE SCANT PATIENCE* with those professors who turn the campuses of teachers into little Plattsburghs and vertices of war hysteria. The American schoolmaster needs to read less of *The Tribune* and more of Emerson and Whitman. Our first contribution to defense is to believe in ourselves and what we are doing. We are always climbing down—in times of peace to the business man, and in times of war to the soldier. But ours, in war or peace, is the great job.

And ours is a hundred year crop. These boys and girls whom we are teaching will not fight the war—not this war. They will move into the fulness of their influence in ten, twenty, fifty, one hundred and fifty years. The teaching that will win this war, if we have to fight, *has already been done.* In my judgment, it has been well done. The teaching that needs now to be done is aimed, if we know what we are doing, at the *post-war period.*—FREDERICK H. BAIR, *Superintendent of Schools, Bronxville, New York.*

● *IN THEIR EAGERNESS* to cooperate to the fullest in the program of National Defense, educators are only too apt to become enmeshed in the mechanisms of vocational training, to the exclusion of other equally, if not more, important avenues of approach in defense education. As has been so often expressed, there are three major highways in education for the common defense—the highway of democratic defense, the highway of vocational defense, and the highway of health defense. The high school curriculum must be modified and improved to transport pupils along all of these highways toward the main destination of total defense.—HEROLD C. HUNT, *Superintendent of Schools, Kansas City, Missouri.*

● *TO MENTION BUT* a few more of the pressing needs in the field of consumer education, I would list the following:

1. The need for the consumer to have a better understanding of the labor movement and how it is affecting him and his purchases; and how, as a worker he must assume leadership in correcting some of the evils which have clouded the labor movement. The consumer must be educated to recognize that without full cooperation on the part of labor and management, both must ultimately fail and give way to fascism or communism.

2. The need for the consumer to have a better understanding of credit agencies and their functions and what it costs to obtain credit from each of the various types of loan agencies which are common in this country. That millions of dollars of excessive rate loan business is carried on each year in this country among literate people, all of whom have been in our schools within the past few years is a black mark

against the accomplishments of education. The fact that teachers themselves are among the loan agency's best customers is difficult to understand.

3. An additional need in the field of consumer buymanship education is to make certain that all facts are presented in dealing with commodities and that the student develops a questioning mind rather than a skeptical mind. There is no place in consumer education for the development of class lines and hatreds or distrust.—**HAMDEN L. FORKNER**, *Professor of Education, Teachers College, Columbia University*.

● **WHATEVER ELSE THE** future may reveal, there is a danger signal ahead for every interest which the schools of America advocate and defend. As far as speed and costs are concerned we are going about our defensive military preparations, and must go about them, as if we were already at war. Now there is but one way of ultimately meeting these costs, of paying for war or preparations for war: It is by lowering the standard of living. This is the universal seigniorage which Mars extracts from our social coinage. It is chiseled out of schools, museums, art galleries, quality and

amount of food, clothing, house furnishings, soil preservation, care of the blind and the insane, private and public hospitalization, road repair and hours of leisure or recreation. Included in the list is public morale, which sums up the national character—effect of all the others. Even the victor can contrive no way of escape from the general effect, for the world is bound together in welfare as in trade. Victor and vanquished share the inescapable costs of war in greater or lesser degree. The whole world pays, and payment comes out of an account called "standard of living."

Education is not putting up a special plea when it seeks recognition of its place in American democratic life or when it attempts to ward off excess of payment for war, either potential or actual. It does not claim exemption from effects otherwise universal. It tries only to present the truth about our national character, and how it is shaped, in order that a forewarned public may more wisely decide how much of the inevitable lowering of standards that we shall experience in the future shall be put upon the schools.—**ISAIAH BOWMAN**, *President, John Hopkins, University, Baltimore, Maryland*.

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Midwest Conference on Rural Life and Education

THE MIDWEST CONFERENCE ON Rural Life and Education is to be held on the campus of the University of Illinois beginning Thursday noon, March 27, 1941, and closing Saturday noon, March 29, 1941. Eight states of the Middlewest—Illinois, Iowa, Missouri, Kansas, Nebraska, Michigan, Wisconsin, and Indiana—will take part. The theme for the Conference will be *The Place of Education in the Improvement of Rural Life*. This meeting is being directed by a rural committee of the National Education Association and is being managed locally by the Illinois Committee on Rural Education. A. F. Elsea of the Missouri State Department of Education is chairman of this national committee.

There will be five general sessions of the Conference and these general sessions will be Thursday evening, Friday forenoon, Friday afternoon, Friday evening, and Saturday forenoon. There will be one prin-

cipal speaker at each of these sessions. All the other time is to be allocated to demonstration work and discussion groups in the field of rural education, as follows:

- Music in the rural schools
- Unit-activity type of teaching
- Art demonstrations
- Health work in the rural schools
- School clubs
- Rural school libraries

A model rural schoolroom will be set up on the stage of one of the auditoriums and teachers and pupils from one-room rural schools will demonstrate the work actually being done in some of our better rural schools. There will be opportunity for discussion following the actual schoolroom procedures.

The University gymnasium is to be devoted entirely to exhibits from rural schools of the various states participating in the Conference.

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A banquet honoring the State Superintendents and Secretaries of the various State Education Associations will be held on Friday at 6:00 P. M. State Superintendent Lloyd W. King and T. J. Walker, Secretary of the State Teachers Association are to be the Missouri guests at this banquet.

Missouri will be well represented on this program and will furnish teachers and pupils for the demonstration work for the model schoolroom, will have present a county rural teacher chorus which will present one of the music productions, and will be represented in the music and fine arts discussions and demonstrations by our state music supervisor and a number of county fine arts supervisors. Missouri rural teachers have been invited to discuss the work of the State Reading Circle. A representative is to be selected from Missouri who will present Missouri's program of rural education. A group of rural teachers have been selected to lead the discussion group on unit-activity type of teaching. Missouri is to have space ten feet by thirty feet in which will be exhibited outstanding work being done in the rural schools.

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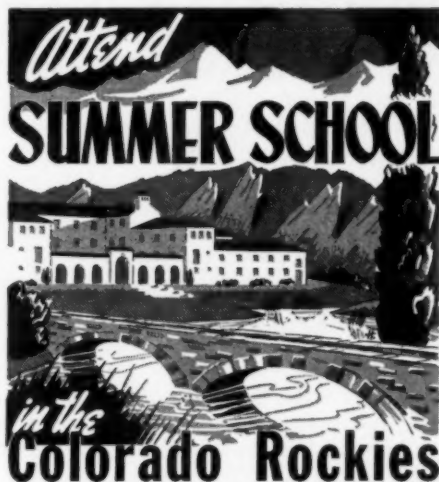
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International Relations*

IT IS A GREAT temptation sometimes, in these days of wars in Europe and the rest of the world, and of social unrest at home, just to give up and to say that any attempt to emphasize international relations in parent-teacher work now would result in complete failure, because of the present prevailing spirit of antagonism between nations, or that such efforts would be misinterpreted, in the light of present conditions at home.

However, in this crucial period in our country's history, our responsibility in promoting harmonious relations between ourselves and other nations is greater than ever before, and our opportunities are correspondingly increasing.

In a time when propaganda is widespread, and so many doctrines of hatred, fear, and intolerance are being disseminated, it is more than ever essential that

*Reprinted from Missouri Parent-Teacher, February, 1941.

By MRS. ROY HAMLIN
Director Department of Public
Welfare, Missouri Congress of
Parents and Teachers

we sponsor a counter-attack by publicizing ideals of understanding, tolerance, and justice.

Perhaps our highest duty is to our children and young people. They are being subjected to so many undesirable influences that it is more than ever important that we continue our efforts to help them see clearly the cause and the meaning of the present world unrest, and we must show them unmistakably the course our country must take if she is to retain her present position of power and influence.

Our opportunities for service are limitless:

We must inform ourselves in order that



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we may present the truth clearly to others.

We must see that, in the increase of national spirit which always comes in a great crisis, we do not lose our sense of world citizenship.

We must teach our young people to be intolerant of evil, but not of people.

We must do our best to promote active good will through information about and understanding of other peoples and their problems.

We must urge our homes to set the standards of good will among men, as applied to games, toys, books, movies, radio programs, and conversation, as well as daily practice in human relations.

We must encourage in the schools the development of curricular materials and enterprises which may improve the understanding of other peoples and nations.

We must support the program of cultural relations and intellectual cooperation with other countries of the western hemisphere.

We must exemplify, in our daily lives, words, and acts, those principles of broad-mindedness, tolerance, friendliness, and good-will which we recommend for others to follow.

We must have faith and never give up our belief that ultimate peace is possible, and never cease to work to that end.

Truly this is an ambitious program, yet all these services were never more greatly needed. Let us strive to make this year outstanding, for the development of greater friendship between nations and races, and for the promotion of better attitudes toward other peoples and countries on the part of the American people.

THIRD ANNUAL CONFERENCE OF ELEMENTARY SCHOOL PRINCIPALS

The third annual conference of the Elementary School Principals of Missouri will be held in Columbia Saturday, April 5, 1941.

The morning program will consist of music, greetings by Dean T. W. H. Irion, an address by Assistant Superintendent Roscoe V. Shores of Kansas City, followed by reports from the leaders of the various districts.

The afternoon session will consist of an address by Dr. J. R. McGaughey of Columbia University on "What Makes a Good Elementary School," followed by other short addresses. The meeting will close with a business session and election of officers.

MARCH, 1941



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Tentative Classification List of the Educational Department for the 1941 Missouri State Fair

The following is a tentative classification list for the Educational Department of the 1941 Missouri State Fair. This is merely a work sheet for the schools to use until such time when the Missouri State Fair premium book is available. Rules and regulations governing this Department will be practically the same as those published last year and will appear in the regular premium book. Those desiring to exhibit at the State Fair should make their entries on the regular entry blank, using the classification as cataloged in the State Fair premium book. The premium book may be secured later in the year by writing to Charles W. Green, Secretary, Missouri State Fair, Sedalia, Missouri.

SECTION A RURAL SCHOOLS

The term "Rural School" is used to represent the eight elementary grades of any school under a three-director organization. One-room schools in consolidated districts will exhibit their work in Section B. Only one entry from each county in all classes is permitted in this section, except where a school or schools enter independently as a unit and there is no regular county school exhibit represented.

LOT 164—ARITHMETIC

Class	1st	2nd	3rd
1	Collection of at least 10 arithmetic papers or notebooks by not less than 5 pupils representing the work of at least 5 grades in the school. Each paper or notebook should contain at least 3 original concrete problems with solutions. Work should be neat, accurate and correctly placed on the page.		
2	Collection of not less than 4 individual charts		

showing improvement in fundamental processes.
Grades 1-8.

LOT 165—FINE ARTS

Class	1st	2nd	3rd
3	Finger painting, grades 1-2.		
4	Collection of free-hand pencil drawings from grades 3-8.		
5	Display of free-hand crayon drawings.		
6	Group of four-border or surface designs in color. Any medium.		
7	Group of 4 posters showing harmonious use of color in house furnishing.		
8	Group of at least 3 posters showing harmonious use of color in women's (girls) and men's costumes.		
9	Collection of not less than 3 nor more than 6 mechanical toys.		
10	Collection of woodwork from one school, not to exceed 6 pieces.		
11	Collection of hand sewing from one school, not to exceed 6 pieces.		
12	Exhibit of clay modeling or soap carving to illustrate some lesson unit, grades 1-4.		
13	Collection of water color pictures representing		

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V. SHARING EXPERIENCES	April
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the work in grades 3-8, at least 2 from each grade.

- 14 Set of at least 4 picture study booklets based on the 12 pictures selected for study in 1940-1941.
- 15 Set of 4 illustrations of some story read during the year. Any medium, grades 1-4.
- 16 Set of 4 illustrations of some story read during the year. Any medium, grades 5-8.
- 17 Set of 4 illustrations of some story read during the year. Any medium, grades 7-8.
- 18 Best collection of pupil-made rhythm band instruments.
- 19 Best collection of 4 music notebooks.
- 20 Best poster of the instruments of the orchestra.
- 21 Best created song (both words and music to have been created, copied and sung by the children).
- 22 Best created rhythm band arrangement (tune created, arranged and played by the children).

LOT 166—SCIENCE

- | Class | 1st | 2nd | 3rd |
|-------|---|-----|-----|
| 23 | Collection (in poster, booklet or notebook form) of Missouri wild flowers, giving name, locality where found, and short description of each. | | |
| 24 | Collection of leaves showing Missouri trees. | | |
| 25 | Collection of wood showing Missouri trees. | | |
| 26 | Collection (in poster, booklet or notebook form) of pictures of Missouri wild birds, giving short description of each, habits, and where found. | | |
| 27 | Collection (in poster, booklet or notebook form) of pictures of Missouri wild animals, giving short description of each, habits, and where found. | | |
| 28 | Collection of 3 models showing fundamental principles of mechanics (e.g., practical application of lever, block and tackle, electric bell). | | |
| 29 | Chart or booklet illustrating different Missouri crops and soils. | | |
| 30 | Chart or booklet illustrating different Missouri farm animals. | | |
| 31 | Chart or booklet illustrating different methods of farming. | | |
| 32 | Agriculture notebook covering work of the year. | | |

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LOT 167—LANGUAGE ARTS

- | Class | 1st | 2nd | 3rd |
|-------|---|-----|-----|
| 33 | Illustrated poem studied in C Class. Poster or booklet. Any medium. | | |
| 34 | Illustrated poem studied in B Class. Poster or booklet. Any medium. | | |
| 35 | Illustrated poem studied in A Class. Poster or booklet. Any medium. | | |
| 36 | Original poem of not fewer than 8 lines. | | |
| 37 | School paper, all issues. | | |
| 38 | School diary. | | |
| 39 | Collection of 4 "Good English" posters. | | |
| 40 | Collection of composition containing an article on each of the following subjects: Plans for beautifying your school yard; Favorite author or book; Humorous event at school; A thrilling experience; Value of good health. | | |
| 41 | Collection of 4 types of letters (e.g., business, friendly, formal and informal notes). Grades 5-6. | | |
| 42 | Collection of 4 types of letters (e.g., business, friendly, formal and informal notes). Grades 7-8. | | |
| 43 | Collection of 4 reports of best books read during the year. Each report not to exceed 3 pages. | | |
| 44 | Booklet showing illustrations and reports during the school term in securing Pupils' Reading Circle certificates. | | |
| 45 | Collection of 10 complete writing lessons containing not less than 10 lines nor more than 20, selected from the work of at least 4 grades. | | |
| 46 | Display of manuscript writing for grades 1-2. | | |
| 47 | Chart or poster showing improvement in penmanship. At least five grades represented. | | |

LOT 168—SOCIAL SCIENCE

- | Class | 1st | 2nd | 3rd |
|-------|---|-----|-----|
| 48 | Set of 4 illustrations of some subject studied this year (e.g., transportation, homes of different people). Any medium, grades 1-4. | | |
| 49 | Set of 4 posters illustrating any phase of civic improvement. Grades 7-8. | | |
| 50 | Story telling what your school has done to make better citizens. Any grade. | | |

- | Class | 1st | 2nd | 3rd | 4th | 5th |
|-------|--|-----|-----|-----|-----|
| 51 | Series of at least 4 illustrations showing historical events or periods studied during the year. Any medium, grades 5-6. | | | | |
| 52 | Series of at least 4 illustrations showing historical events or periods studied during the year. Grades 7-8. | | | | |
| 53 | Series of illustrations representing people and life in countries studied this year. Any medium, grades 5-6. | | | | |
| 54 | Series of illustrations representing people and life in countries studied this year. Any medium, grades 7-8. | | | | |
| 55 | Set of at least 4 posters illustrating Health Rules, Six and Nine-point Children or School Sanitation. | | | | |
| 56 | Collection of 3 Health notebooks containing notes, pictures, illustrations, clippings, health stories, menu for hot lunch in rural schools, etc. | | | | |
| 57 | Collection of 3 notebooks containing pictures, illustrations, clippings, health stories, etc. | | | | |

LOT 169—COLLECTIVE EXHIBITS*

- | Class | 1st | 2nd | 3rd | 4th | 5th |
|-------|---|-----|-----|-----|-----|
| 58 | A complete unit of work in all areas in grades 1-2. | | | | |
| 59 | A complete unit of work in all areas in grades 3-4. | | | | |
| 60 | A complete unit of work in all areas in grades 5-6. | | | | |
| 61 | A complete unit of work in all areas in grades 7-8. | | | | |
| 62 | A complete unit of work on Missouri, all areas in all grades. | | | | |
| 63 | A single one-room school project containing a major unit of work covering all areas in all grades. | | | | |
| 64 | The most attractive single one-room rural school exhibit, based on arrangement and attractiveness of booth. | | | | |
| 65 | A county project consisting of a major unit | | | | |



"SAY AH-H-H-H"

We have a machine which we call the "artificial mouth," used in the Bell Laboratories to test telephone transmitters. The machine is an obliging gadget, pitching the tone and volume of its voice just as we want it. Thus we make sure that the telephone we put in your home will reproduce your voice—or any voice—faithfully. This is only one small part of the research and tests which, carried out by 4,600 men and women in the Bell Laboratories, help us in our effort to give you telephone service which is free from imperfections, errors, and delays. Southwestern Bell Telephone Co.



of work covering the work of all areas in all grades.

- 66 The most attractive county exhibit based on arrangement and attractiveness of booth.

LOT 170—COUNTY SCHOOL PROGRAM

Class 1st 2nd 3rd 4th 5th
67 County School Day Program.

To be judged on educational and entertainment value. Limited to 5 entries, one to be selected from each teacher college district. Application for approval of entry and copy of proposed program should be submitted by the county superintendent to the Superintendent of the Educational Department of the Missouri State Fair early in the year.

*Note: Material exhibited in the collective exhibits may be entered in other classes, provided they are grouped in such a way that they may be easily identified by the judges. The entries in the collective exhibits should be consistent with the work as outlined in the State Courses of Study and as set up in Supervisory Bulletin Number II. Where the work is to be that of two grades, either grade, or both, may be represented in the exhibit. Where the work is to represent more than two grades, all grades will not be required to make an entry. However, the number of grades represented will be taken into consideration by the judges. A written explanation should accompany each of the collective exhibit entries.

SECTION B

ELEMENTARY TOWN SCHOOLS

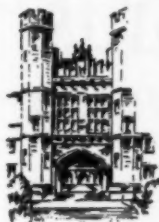
The term "Elementary Town School" is used to represent the elementary grades in a school system organized under six directors. This includes outlying schools in consolidated districts. Unless otherwise designated, only one entry will be allowed for each grade under which the class number is listed.

LOT 171—FINE ARTS

- Class 1st 2nd 3rd 4th
68 Display of at least four examples of finger-painting, grades 1-2.
69 Display of at least four cut or torn paper posters, grades 1-2.
70 Display of four free-hand crayon drawings, grades 3-4.
71 Group of four border or surface designs, grades 5-8.
72 Collection of four music notebooks, grades 5-6.
73 Group of four natural studies done in water color, grades 7-8.
74 Poster showing arrangement of instruments in an orchestra, grades 7-8.
75 Best created song. (Both words and music to have been created, copied and sung by the pupils).
76 Best created rhythm band arrangement. (Tune created, arranged and played by the pupils).
77 Best created rhythm band instruments.

LOT 172—LANGUAGE ARTS

- Class 1st 2nd 3rd 4th
78 Group of four posters or booklets illustrating a story, grades 1-2.
79 Group of at least four original compositions of



WASHINGTON UNIVERSITY

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June 16-

July 25

Graduate, undergraduate, and professional work under a carefully selected faculty, embracing:

Arts and Crafts	Library Service
Business	Music
Education	Physical Education
Engineering	Sciences
Languages	Social Sciences
Law	Social Work

Special features: The Curriculum Workshop; The Library Institute; The Character Research Institute; National Defense courses; Clinical Practice.

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REGISTRATION JUNE 13, 14

For catalogue, address Frank L. Wright,

Director of Summer Session

WASHINGTON UNIVERSITY, ST. LOUIS

- one paragraph each, grades 3-4.
80 Poster or booklet representing Reading Circle work, grades 3-4.
81 Illustrated original poem, grades 5-6.
82 Collection of 4 "Good English" posters, grades 5-6.
83 Collection of 4 types of letters, grades 7-8.
84 Group of 4 original poems by different pupils, grades 7-8.
85 Chart or poster showing improvement in penmanship, at least 5 grades.
86 Display of manuscript writing, grades 1-2.

LOT 173—SOCIAL SCIENCE

- Class 1st 2nd 3rd 4th
87 Group of 4 booklets on the life of any people studied this year, grades 3-4.
88 Collection of 4 posters or booklets representing some phase of home or community improvement, grades 5-6.
89 4 illustrations showing historical events or periods studied during the year, grades 5-6.

Colorado College Summer Session

At the Foot of Pikes Peak
Colorado Springs, Colorado

June 16 to July 25, 1941

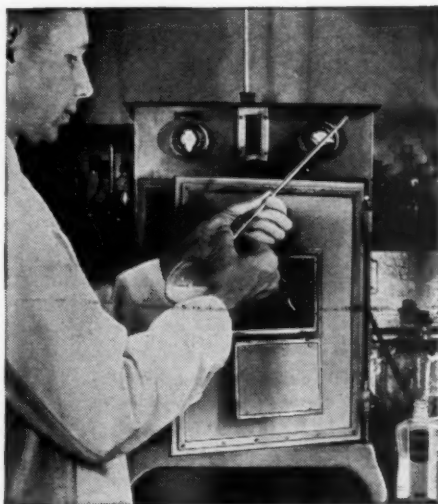
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C. B. HERSHEY, Director of Summer Session

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- 90 Collection of 4 "Good Citizenship" posters or booklets, grades 7-8.
- 91 4 illustrations of historical events or periods, grades 7-8.
- 92 School project representing the history and development of school and community.
- 93 Scrapbook showing newspaper clippings, etc., about school and community.

LOT 174—SCIENCE

- | Class | 1st | 2nd | 3rd | 4th |
|-------|---|-----|-----|-----|
| 94 | Illustrated bird chart, or booklet, including brief descriptions of birds and their habits, grades 3-4. | | | |
| 95 | Collection of wood showing Missouri trees, grades 5-6. | | | |
| 96 | Collection of leaves showing Missouri trees, grades 5-6. | | | |
| 97 | Collection of at least 10 arithmetic papers or notebooks by not less than 5 pupils representing the work of at least 5 grades in the school. Each paper or notebook should contain at least 3 original concrete problems with solutions. Work should be neat, accurate, and correctly placed on the page. | | | |
| 98 | Collection of woodwork from one school, not to exceed 6 pieces. | | | |
| 99 | Collection of hand sewing from one school, not to exceed 6 pieces. | | | |

LOT 175—COLLECTIVE EXHIBITS*

- | Class | 1st | 2nd | 3rd | 4th |
|-------|---|-----|-----|-----|
| 100 | A complete unit of work in all areas in grades 1-2. | | | |
| 101 | A complete unit of work in all areas in grades 3-4. | | | |
| 102 | A complete unit of work in all areas in grades 5-6. | | | |
| 103 | A complete unit of work in all areas in grades 7-8. | | | |
| 104 | A complete unit of work on Missouri, all areas in all grades. | | | |
| 105 | A major unit of work covering all areas in all | | | |

ATTEND 1941 SUMMER SESSIONS IN OREGON

Combine study and recreation in Oregon. Excellent instruction. Moderate living costs. Splendid scenic attractions.

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Home Economics, Industrial Arts, Vocational Education, Science, Secretarial Science, and other fields. Undergraduate and graduate work. Five-week Second Session.

University of Oregon—Eugene, June 16

Art, English, Languages, Social Sciences, Education, Physical Education, Business Administration, and other fields. Undergraduate and graduate work. Four-week Post Session.

Portland Summer Session—Portland, June 16

Representing College, University and colleges of education. Undergraduate and graduate courses. Metropolitan environment.

Institute of Marine Biology—Coos Bay, June 16

Undergraduate and graduate courses specializing in marine botany and zoology.

Oregon College of Education, Monmouth; Southern Oregon College of Education, Ashland; Eastern Oregon College of Education, La Grande.

June 9

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Oregon State System of Higher Education
8141 Oregon Bldg., Portland, Ore.

Authorized by State Board of Higher Education

grades representing any school or school system.

- 106 The most attractive school exhibit based on arrangement and attractiveness of booth.

*See notes at close of Section A.

SECTION C NEGRO SCHOOLS LOT 176

- | Class | 1st | 2nd | 3rd |
|-------|--|-----|-----|
| 107 | Exhibit representing work in language. | | |
| 108 | Exhibit representing work in reading. | | |
| 109 | Exhibit representing work in agriculture. | | |
| 110 | Exhibit representing work in elementary science. | | |
| 111 | Exhibit representing work in art. | | |
| 112 | Exhibit representing work in music. | | |
| 113 | Exhibit representing work in social science. | | |
| 114 | Exhibit representing work in arithmetic. | | |
| 115 | Exhibit representing work in penmanship. | | |
| 116 | Exhibit representing work in health. | | |
| 117 | The most attractive booth. | | |
| 118 | The best school exhibit. | | |

SECTION D HIGH SCHOOLS

Each exhibit should contain not less than five nor more than fifteen articles. The articles should represent work actually done during the school year. The exhibit may be supplemented by pictures of activities, posters, illustrations, trophies or any other media which will show more clearly the work of the school in each department. A school may have but one entry from each class.

LOT 177

- | Class | 1st | 2nd | 3rd |
|-------|--|-----|-----|
| 119 | Exhibit representing work in English. | | |
| 120 | Exhibit representing the work of the year in social science. | | |
| 121 | Exhibit representing the work of the year in mathematics. | | |
| 122 | Exhibit representing the work of the year in science. | | |
| 123 | Exhibit representing the work of the year in | | |

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Clay Co. Teachers Credit Union, No. Kansas City

Amelia Keller, Treasurer

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R. E. Lucas, Treasurer

Maplewood School District Credit Union

Ruth Hughes, Treasurer

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G. F. Ruffin, Treasurer

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This ad contributed by
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- art.
124 Exhibit representing the work of the year in music.
125 Exhibit representing the work of the year in commerce.
126 Exhibit representing the work of the year in health.
127 Exhibit representing the work of the year in physical education.
128 Exhibit representing work in manual art.
129 Exhibit representing work in speech.
130 The best high school year book.
131 Exhibit representing unit of work in agriculture.
132 The most attractive high school booth.
133 The best general high school exhibit.

LOT 178—VOCATIONAL AGRICULTURE EXHIBIT

- | | | | |
|-------|---|-----|-----|
| Class | | 1st | 2nd |
| 134 | Exhibit by Vocational Agriculture departments covering 3 or more of the following phases of the Vocational Agriculture program: regular instruction, farm shop work, evening schools, supervised practice, Future Farmers of America, annual program of work or any other form of presentation. | | |

LOT 179—VOCATIONAL TRADE AND INDUSTRIAL EXHIBIT

- | | | | |
|-------|---|-----|-----|
| Class | | 1st | 2nd |
| 135 | Exhibit representing one or more phases of vocational training included in the Trade and Industrial courses in the public schools of Missouri offering approved vocational courses in either day, evening or part-time classes. The exhibit is intended to show the nature of the vocational training being offered by the schools, class or department. Booths will be available for displaying the exhibits, one exhibit per booth. | | |

LOT 180—VOCATIONAL HOME ECONOMICS EXHIBIT

- | | | | | |
|-------|---|-----|-----|-----|
| Class | | 1st | 2nd | 3rd |
| 136 | School exhibit representing one or more phases of the work now included in the Vocational Home Economics courses in high school classes in Missouri. It may represent actual class work or a development of class work carried on in the home by a carefully planned and supervised home project. | | | |

SECTION E TEACHERS' COLLEGES

LOT 181

- | | | | | |
|-------|--|-----|-----|-----|
| Class | | 1st | 2nd | 3rd |
| 137 | Exhibit representing work of the school. One entry may be made for each department of school making exhibit. | | | |

University of CALIFORNIA

Summer Sessions June 30—August 8

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ITEMS OF INTEREST

ART TEACHERS TO MEET IN COLUMBIA

An all-state art meeting for regular classroom teachers and supervisors of art will be held in Columbia on April 19. The program for the morning session will be devoted to studio demonstrations of art activities in Lathrop Hall. The afternoon session will consist of lectures by leading educators in the state to be followed by discussions of current art education problems. The program is being sponsored by the Council of the M. S. T. A. Art Department.

JUNIOR COLLEGE ASSOCIATION MET AT CHICAGO

More than one thousand junior college instructors and administrators from all parts of the United States attended the six-day meeting of the American Association of Junior Colleges, at the Stevens Hotel in Chicago.

The meeting was held in Chicago this year to mark the fifteenth anniversary celebration of the University of Chicago where the junior college movement originated.

Dr. J. C. Miller, president of Christian College, Columbia was elected president of the association for next year.

ENGLISH TEACHERS TO HOLD MEETING

The Missouri State English Association is planning a spring meeting for all the English teachers in the state. It will be held in Columbia, probably late in April. The purpose of this meeting is to discuss certain vital problems which teachers of English have in common, to exchange worthwhile ideas, and to make for stronger uniformity and coordination in the teaching of English.

English teachers are invited to submit ideas and topics for discussion to Miss Marie Burrus, East High School, Kansas City. Information concerning the date for the meeting and also the program will be announced later.

HOMEROOM GUIDANCE PROGRAM

Democracy is being emphasized at Hannibal High School this year.

In addition to the teaching of democracy

GET A BETTER POSITION . . . Enroll now for what will be the most active placement year in the past ten. Write for enrollment blank.

Member of National Association of Teachers Agencies.

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in all classes, the guidance committee composed of faculty members has worked out monthly home room programs with "Democracy" as the central theme.

Each home room program is followed by an assembly program which is based on the particular phases of democracy stressed in the home rooms. The discussions in the home rooms are being conducted by student committees, with reports by individual students.

In March the subject will be "Conservation in a Democracy," with T. C. Musselman, of Quincy, Illinois, as the speaker for the assembly program.

The subject for April is "Vocations in a Democracy" and in May the subject will be "Hobbies (use of leisure time) in a Democracy."

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Directory of **Missouri State Teachers Association**

Headquarters—Missouri Teachers Bldg., Columbia, Mo.

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Committee on Teachers Salaries and Term of Office

R. R. Brisbin, Chairman, St. Louis, McKinley High School; Oscar Carter, Marshfield, County Superintendent of Schools; Miss Mary Flahive, Kansas City, Hale H. Cook School.

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Advisers: R. E. Curtis, Columbia, University of Missouri; Conrad Hammar, Columbia, University of Missouri.

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Resolutions Committee

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Legislative Committee

M. B. Vaughn, Chairman, Montgomery City, Superintendent of Schools; Roger Smith, Jefferson City, County Superintendent of Schools; E. E. Simpson, Hayti, Superintendent of Schools; C. H. Hibbard, Ava, County Superintendent of Schools; Paul Keith, Maysville, Superintendent of Schools; Ralph Marcellus, Rolla, County Superintendent of Schools; Homer W. Anderson, St. Louis, Superintendent of Instruction; Herold C. Hunt, Kansas City, Superintendent of Schools; Tracy E. Dale, St. Joseph, Superintendent of Schools. Advisers: A. G. Capps, Columbia, University of Missouri; Willard E. Goslin, Webster Groves, Superintendent of Schools; Lloyd W. King, Jefferson City, State Superintendent of Public Schools; Walter H. Ryle, Kirksville, President, State Teachers College.

General Officers and Executive Committee are listed on table of contents page.

University of Missouri

1941 SUMMER SESSION

CALENDAR

June 16.....	Monday, registration
June 17.....	Tuesday, class work begins, 7 a. m.
July 4.....	Friday, Independence Day, holiday
August 3.....	Sunday, Baccalaureate address, 8 p. m.
August 8.....	Friday, summer session class work closes, 4 p. m.
August 8.....	Friday, Commencement exercises, 8 p. m.

The 1941 University of Missouri Summer Session has been carefully planned to meet the needs of all undergraduate and graduate students who may be interested in the advantages and opportunities which are afforded by a program of summer study. Summer session courses offer the same quality of instruction and carry the same academic credit as corresponding courses given during the semesters of the regular school year. In addition to regularly scheduled courses the summer program will include assemblies, concerts, dramatics, conferences, demonstrations, and recreational activities.

Courses will be available in the following departments in the summer session:

- | | | |
|---|-----------------------------|---|
| 1. Accounting and Statistics | 1. Agricultural Education | 28. Nursing |
| 2. Agricultural Chemistry | 2. Home Economics Education | 29. Pathology, Bacteriology, and Preventive Medicine |
| 3. Agricultural Economics | 3. Industrial Education | 30. Philosophy |
| 4. Agricultural Engineering | G. Guidance and Counseling | 31. Physical Education |
| 5. Anatomy | 14. Engineering | 32. Physics |
| 6. Animal Husbandry | Civil Engineering | 33. Physiology and Pharmacology |
| 7. Art | Electrical Engineering | 34. Political Science and Public Law |
| 8. Botany | Mechanical Engineering | 35. Poultry Husbandry |
| 9. Chemistry | 15. English | 36. Psychology |
| 10. Classical Languages and Archaeology | 16. Entomology | 37. Religion |
| 11. Dairy Husbandry | 17. Field Crops | 38. Rural Sociology |
| 12. Economics and Finance | 18. French | 39. Sociology |
| 13. Education | 19. Geography | 40. Soils |
| A. Educational Psychology | 20. Geology | 41. Spanish |
| B. History and Philosophy of Education | 21. Germanic Languages | 42. Speech |
| C. Education Administration | 22. History | 43. Training Courses for Agricultural and Home Economics Extension Work |
| D. Secondary Education | 23. Home Economics | 44. Veterinary Science |
| E. Elementary Education | 24. Horticulture | 45. Zoology |
| F. Industrial Arts and Vocational Education | 25. Journalism | |
| | 26. Mathematics | |
| | 27. Music | |

You are invited to write for information about the summer session. Address inquiries to:

DEAN THEO. W. H. IRION
Director of the Summer Session
212 Education, Desk 1
UNIVERSITY OF MISSOURI
Columbia, Missouri

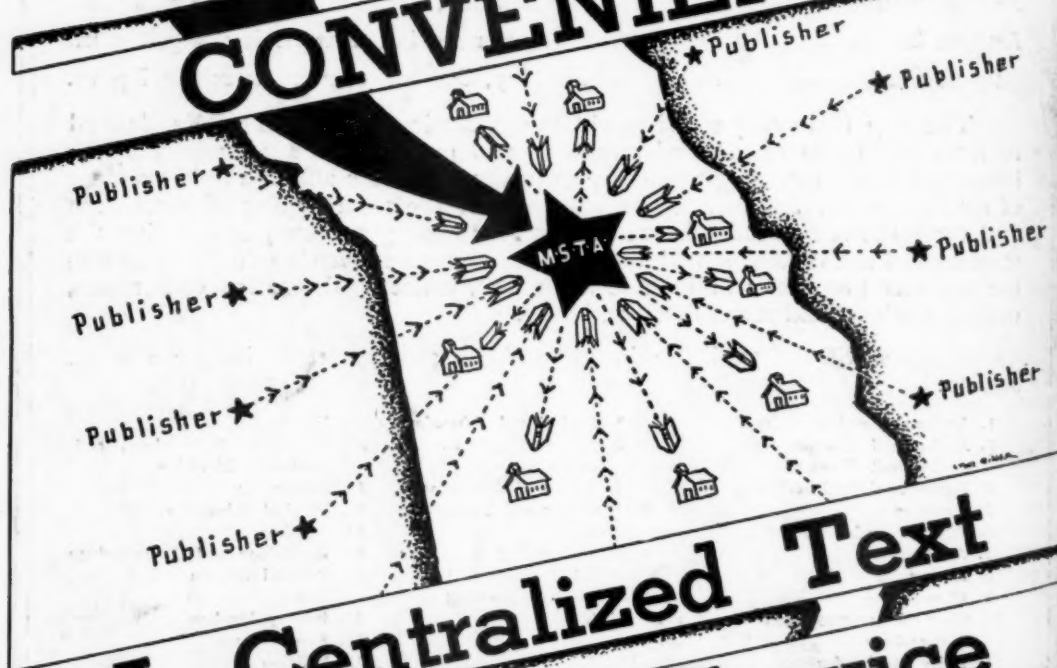
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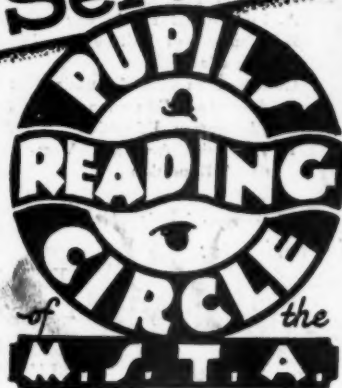
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